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# THE JUNIOR COLLEGE JOURNAL

OCTOBER 1933

Vol. IV

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ALEXANDER BRODY

STANFORD  
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## Opportunity of the Junior College —A Challenge

[EDITORIAL]

A word of cheer: The depression has helped and will help the junior college. The junior college in turn is helping to weather the depression and may contribute materially to the building of a society that can make the next depression less severe. In fact it will serve society and build itself solidly for the future just to the extent it recognizes in these times the existence not merely of an economic depression but of a social revolution and meets the demands of the new order.

It is difficult to realize the tremendous changes that are going on about us. Note the reversal of attitude on the Eighteenth Amendment, the change of attitude toward big business and the trusts, the passing of democracy, the growth of absolutism the world over, and the ready acceptance of ideas that were feared as socialistic a few years ago. We are ready to question everything and let it stand or fall as it deserves. We were never so ready to accept any new idea that seemed to have merit. Perhaps it is only the attitude of "any port in a storm," but whatever it is, it is here, and new things now have a chance.

The junior college has been thrown into the crucible with everything else. How is it standing the test? The full answer cannot be given for several years but the answer after nearly four years of depression is strong for the junior college. It is not stretching the truth to say that the junior college, at least the public junior college, is thriving. It has increased in number of institutions, number of students, and in its service throughout these four hard years. If all institutions had fared like the public junior college during this time it would have been a period of unparalleled prosperity.

During the last ten years the public junior colleges in America have grown from 51 to 189 and the attendance from 5,000 to 68,000. Nearly four times as many schools and nearly twelve times as many students in ten years! Last year saw ten new public junior colleges in seven states. There are only two states now without a junior college, public or private.

Is it not possible that the junior college has only tapped its resources as far as service and students are concerned? For the present the



majority of students may demand standardized courses as dictated by four-year institutions but there is an increasing number that will look on the junior college as a terminal institution, and the wise administrator will meet the demand with improved courses in social, economic, technical, and other subjects.

The school population is shifting. While many elementary schools find they have empty rooms, the high schools are crowded with 4,000,000 pupils. Tens of thousands of these will pass on into junior colleges, if junior colleges are available and meritorious. If as many enrolled in public junior colleges throughout the country in proportion to the population as enroll in junior colleges in California the number of junior college students would be increased 600 per cent. The accomplishment of this is not beyond the realm of possibility. Can the junior colleges at present justify such expectations? If not, they should prepare to justify it. The demand is coming. There will be more leisure. Industry will have less and less for young people of college age to do. Schools should prepare to absorb them in ways most profitable to the youth and to society as a whole. It may require a lot of revamping of courses, discarding the old and adopting the new. Of all higher educational institutions the junior college is in the best possible position to meet the pressing changes. It is close to the people, frequently deriving most of its support locally. It is too young to be tradition bound. Almost the only obstacle it has to keep it from responding fully to what might be called natural needs is the influence from tradition-

bound, four-year institutions that are in position to dictate policies that reflect inheritance and not environment, and this influence is waning.

Some four-year colleges are waking up to the fact that a new order is needed and is impending. Note the tremendous revolution in the new junior college of the University of Minnesota and the lower division of the University of Chicago, to mention only two. Note the tendency of many four-year institutions to admit junior college graduates to their junior year on the basis of maturity and general promise rather than on the completion of certain courses. Note consequently the increasing willingness of students to take courses in social intelligence or semi-vocations.

While all are operating with reduced incomes, they are also operating with increased attendance and increased opportunities. Private junior colleges in general are faring worse with reduced income and reduced attendance but they are also operating with increased opportunities. In both groups those that have vision to see their opportunities and the sagacity to seize them will come out of the depression stronger and worthier institutions.

A. M. HITCH

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The junior college that operates in academic isolation from life, without contacts from those activities of the community which give rise to its educational offerings and in which its human product ultimately finds a place, is doomed to ineffectiveness in the vocational field.—*Carnegie Report on State Higher Education in California.*

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## A Junior College Movement in India

GEORGE ALLEN ODGERS\*

Simultaneously with the development of the junior college movement in the United States, a similar significant educational readjustment has been in progress in India, a country which is generally considered the last word in backwardness, conservativeness, and ignorance. In 1917, the government of India through the Governor-General in Council appointed a commission to make inquiries and recommendations in regard to the University of Calcutta and its affiliated colleges. The standards of the University had long been notoriously low and the system of higher, as well as secondary, education in Bengal was a disgrace. The commission of seven distinguished British and East Indian educators under the chairmanship of Sir Michael Sadler, at that time Vice-Chancellor of the University of Leeds, but since 1932, Master of University College, Oxford University, after an exhaustive study submitted its report, which was published in 1919 in thirteen volumes. In this report the establishment of intermediate colleges is the very pivot of the whole proposed scheme of reform.

The schools and colleges of India are almost hopelessly bound by a vicious examination system. Prog-

ress from one division of a school, or from a school to a college, or from the lower division of a college to the upper, or from a college to a postgraduate department of a university depends entirely upon a student's ability to pass an examination set by an outside examining board or a university. In 1919, the five great universities of Calcutta, Madras, Bombay, Allahabad, and the Punjab were almost exclusively accrediting, examining, and degree-granting institutions. Affiliated high schools and colleges prepared students for the university examinations in the arts, sciences, and professions. Education was, and still is, in India largely a process of cramming students for these examinations. It is significant that today, although there are 241 recognized arts colleges and 72 recognized professional colleges, degrees are granted only by the sixteen recognized universities. Serampore College, because of its having been established on Danish territory and in 1827 having been granted a Danish Royal Charter which empowered it to confer degrees, which charter was recognized by later British-Danish treaties, is the only college in India with that right; and it limits itself to granting degrees in theology.

The Sadler Commission's recommendations were chiefly concerned with the following subjects:

1. *The type of university for India.* They recommended the unitary in place of the affiliating type. (A uni-

\* The author was engaged in educational work for ten years in Burma and India. For two years he was headmaster of the Methodist Boys' High School at Rangoon; for two years head of Methodist Schools in Muttra, India; and for six years principal of the Calcutta Boys' School.

tary university is a university where all the teaching is at one centre and under a staff appointed by the university.)

2. *The constitution.* They proposed that the control of government should be very greatly reduced and that the general public should have considerable influence on the broad policy of the university, academic matters being placed in the hands of bodies truly representative of the teachers.

3. *The relation of the university to the high school.* They adopted the view that the first two years of the university course were really school work, and they therefore recommended that they should be removed from the university and attached to the two high classes of the schools so as to form a new type of institution which they called the intermediate college. At the same time they proposed that the university degree course should be extended to three instead of two years.

4. *The control of pre-university work.* They recommended that a board of high school and intermediate education should be created in each province to be responsible for the intermediate colleges and high schools.<sup>1</sup>

The Commission regarded

the creation of well-organized intermediate colleges . . . —united, in some cases with the upper classes of high schools, and in others serving as the crown of all the high schools of their districts—as the most immediately valuable reform to be undertaken in the educational sphere.<sup>2</sup>

The Commission clearly recognized the need for what are known in

California as “departmental” and “district” junior colleges.

The purpose of the intermediate college, according to the Commission, is twofold:

In the first place, it must provide a training such as will qualify its students for admission to the university, in all its faculties, or in other institutions of higher or technological training. In the second place, it must provide a training suitable for students who, after completing their course, will proceed direct into various practical occupations. . . . These two categories, however, though their needs must be kept in mind, ought not to be too sharply differentiated from one another.<sup>3</sup>

The Commission anticipated a situation which has arisen in the American junior college, and recommended

that the courses in the intermediate college should be so designed as in every case to give admission (if the examination at the end of the course is successfully passed) to the university, though not necessarily to every faculty of the university.<sup>4</sup>

Terminal courses in agriculture, for commercial or government service, and for teaching were proposed; but the Commission stipulated:

It seems necessary to guard against the suggestion that every alternative course, or even the majority of the alternatives, should be offered in all the intermediate colleges. We should desire to see the colleges specialising to some extent; and while, in our judgment, almost every intermediate college ought, if possible, to provide a course for teachers, as well as the ordinary courses preparatory for the university, it would be natural that courses of the agricultural type should be provided only in a few colleges near experimental farms, and that

<sup>1</sup> *Report of the Commission on Christian Higher Education in India*, London, Oxford University Press, 1931, pp. 69, 70.

<sup>2</sup> *Calcutta University Commission, 1917-19, Report*, Calcutta, Government Printing Press, 1919, IV, 119.

<sup>3</sup> *Ibid.*, p. 99.

<sup>4</sup> *Ibid.*, p. 100, 101.



commercial courses should be provided mainly in town centres.<sup>5</sup>

The Commission recognized that several types of intermediate colleges would be required, according to the needs and conditions of the localities to be served. It proposed three types, none of which should have more than six hundred students:

*Type A*—a two-year institution offering at least four curricula, with a European principal and at least two other European-trained instructors representing special subjects.

*Type B*—usually a four-year college with about two-thirds or three-fourths of its students in the intermediate division and the rest high-school boys. A college of this type would offer at least three curricula and would have a European principal and at least one European instructor in addition to the East Indian members of the faculty.

*Type C*—a college with about half of its students in the intermediate classes and the other half in the lower. It would probably be a six-year institution. It would offer at least two curricula and have two Europeans on its faculty.<sup>6</sup>

The Commission estimated that 39 intermediate colleges would be required to meet the conditions existing in Bengal in 1919—9 of Type A, 21 of Type B, and 9 of Type C.

Regarding developments the Commission on Christian Higher Education in India reports:

The recommendation of the (Sadler) Commission about the removal of the intermediate classes from the university to the high-school stage and the extension of the undergraduate course

from two to three years have nowhere been fully adopted. No university has added a year to its ordinary course, although some have introduced a three years' honours course which had been the practice in Madras for many years. The United Provinces attempted to give effect to the policy of separating the intermediate and degree classes, and carried out the policy so far as the removal of these classes from the jurisdiction of the universities was concerned. A board of intermediate and high-school education was set up and given control of these classes. The Benares University has its own board. Aligarh followed suit, but has since reverted to the old practice and brought the intermediate classes back into the university. In the Agra University the intermediate classes are treated as a part of the colleges, although not coming under the jurisdiction of the University. Allahabad and Lucknow universities have nothing to do with the intermediate stage, although these universities send representatives to the Provincial Board of Intermediate and High-School Education. In the Punjab a number of intermediate colleges have been established on the model recommended by the Calcutta University Commission, but the intermediate classes of these colleges are under the jurisdiction of the University. Madras University (which includes intermediate classes) has declared against the intermediate, or, as they are there called, second grade, colleges urging that colleges of this kind should either develop into degree institutions or revert to high schools.<sup>7</sup>

Boards of high-school and intermediate education have been established for the city of Dacca, the Central Provinces, Rajputana, the Central India Agency, and Gwalior. New unitary universities have been founded and all the old affiliating universities, except Calcutta, have been reorganized. Nevertheless,

<sup>5</sup> *Ibid.*, p. 116.

<sup>6</sup> *Ibid.*, VI, 180, 181.

<sup>7</sup> *Report of the Commission on Christian Higher Education in India*, pp. 71, 72.

there are in Bengal nine second grade or intermediate colleges affiliated with the university.

In 1929-30, there were in India 102 recognized<sup>8</sup> intermediate colleges, 93 for men and 9 for women. Twenty-nine of the former and two of the latter were government institutions. One was a municipal college. Of the 70 private colleges, 56 were in receipt of government grants-in-aid. During the same year, there were 41,198 men and 1,439 women in intermediate classes. The total expenditure for intermediate classes amounted to 3,787,913 rupees,<sup>9</sup> derived from the following sources:<sup>10</sup>

	Men's Colleges	Women's Colleges
Government funds ...	Rs. 1,682,934	Rs. 118,502
District board funds...	220	.....
Municipal funds ....	25,328	1,961
Fees .....	1,315,783	41,267
Endowments, gifts, etc.	553,931	47,987
	Rs. 3,578,196	Rs. 209,717

The total sum expended on education in British India for the year

<sup>8</sup> "Recognized Institutions are those in which the course of study followed is that which is prescribed or recognized by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law, and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board."—*Progress of Education in India, 1922-27*, Calcutta, Government of India Central Publication Branch, 1929, II, 6, Note. 2.

<sup>9</sup> At par the rupee is equivalent to \$0.365.

<sup>10</sup> *Education in India in 1929-30*, Calcutta, Government of India Central Publication Branch, 1932, pp. 64, 67.

<sup>11</sup> *Ibid.*, p. 76.

1929-30 was 274,282,018 rupees, about one-eighth of which was for the education of females.

The examination results for 1929-30 were as follows:<sup>11</sup>

	Men		Women	
	Exami- nees	Passes	Exami- nees	Passes
Intermediate in arts .....	13,256	6,148	552	327
Intermediate in science .....	18,801	7,132	510	256
Licentiate of civil engineering .....	89	59	...	...
Licentiate, diploma, or certificate of teaching .....	2,023	1,432	388	307
Intermediate in commerce ...	835	543	1	1
Licentiate of agriculture ..	194	163	...	...
Licentiate of veterinary ..	242	168	...	...
	35,440	15,645	1,451	891
From recog- nized colleges	28,114	13,209	1,083	723
Private candi- dates .....	7,326	2,436	368	168

Students in unrecognized institutions and those who have had private tuition or have studied independently are permitted under certain conditions to appear as private candidates.

The table above gives a list of the curricula which are at present being offered. These courses of study are prescribed either by the boards of intermediate and high-school education or by the universities. The control of the examining body is limited to the prescription of courses of study, the accrediting of institutions for purposes of sending up candidates for the examinations of that body, and the conduct of the examinations concerned.

As already stated, the greatest development of intermediate colleges has taken place in the United Provinces of Agra and Oudh, where

30 of the 102 intermediate colleges are located. These

intermediate colleges are of three types—(i) those with classes III to XII; (ii) those with classes IX to XII; and (iii) intermediate classes attached to degree colleges associated with Agra University. For obvious reasons, the product of these institutions is not uniform. Institutions of the first type are enlarged high schools, and methods of instruction and the type of discipline in them are suited to high schools. The second type of institution is better adapted to the needs of students at the intermediate stage, but it has not proved entirely successful in achieving its object, as the intermediate classes in such colleges are filled up by students from various high schools, few of whom stay in the colleges for more than two years. The classes attached to the degree colleges have not adopted methods of instruction suitable for the intermediate stage. . . . With regard to institutions of the first type, the Board of High-School and Intermediate Education, United Provinces passed the following resolution in November 1928: "An intermediate college comprising classes III to XII may be recognized provided its total enrolment does not exceed 500 and provided further a headmaster is appointed in charge of junior section of the college, but in case the total enrolment exceeds 500, classes IX to XII or VII to XII should be formed into a separate institution." The resolution, however, cannot be enforced until funds to meet the additional expense involved become available. . . . These colleges have so far failed to fulfil the hope that they would be true four-year institutions with scholars remaining in the same institution for a four-years' course.<sup>12</sup>

Ten-, six-, or two-year institutions are prospering better than the proposed four-year type.

<sup>12</sup> *Ibid.*, pp. 15, 16.

The present world-wide depression has arrested the intermediate college movement in India. Because of lack of funds, existing colleges are unable to make necessary adjustments or to continue already adopted policies; authorities find themselves unable to open needed institutions; and reactionaries are advocating the abandonment of the whole scheme. But just as the junior college has become a permanent factor in the United States, so will the intermediate college survive and contribute to the solution of India's educational problems.

The writer is indebted to the Hon. F. K. Clark, M.A., I.E.S., Educational Commissioner with the Government of India, and Principal R. D. Wellons, Ph.D., Lucknow Christian College, for recent government reports and other documents.

#### DEPRESSION AT JOLIET

The biggest effect the depression has had on the Joliet, Illinois, Junior College is that the students have made up their minds really to do things in their studies. After paying all the necessary money and realizing how scarce this money is, the students are applying themselves with added determination to get their money's worth out of the school.—*Joliet Junior College Blazer*.

The junior college is the helpful friend of our universities, a boon to parents who are concerned for the best for their sons, and a blessing to the boy who is honestly seeking to make the most of himself and wants to fit himself for real leadership.—*Moran* (Washington) *Junior College Catalog*.



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## Martin Weller—of Utopia Junior College

MURRAY G. HILL\*

For I remember stopping by the way  
To watch a potter thumping his wet  
clay:

And with its all-obliterated Tongue  
It murmur'd—"Gently, Brother, gently,  
pray!"

The criticism has been made of the Eastern preparatory schools that they train their students in English solely for the College Board Examination. The College Board in turn has been undergoing a bombardment of criticism because it is claimed that the books selected for reading and study are not suited to the practical needs of the average American student today. Then, in turn, the colleges themselves are receiving their share of this general fault-finding. Surely these are troublous times! As though this were not enough, a new kind of school or college has come along and injected itself into the *mêlée*. And so now we have a general scramble of university, college, junior college, preparatory school, high school, junior high school, all attempting heaven only knows what. When there is added to all this, testing and measuring and placing and counselling, do we not marvel at the toughness of the young animal called the student, and do we not secretly admire his ability to resist the onslaught of these enemies to his general complacency? For, regardless of his having been tested and measured and counselled

and placed, he emerges a sane, healthy being, having absorbed as much as he has desired, and having rejected as much as he did not care to be bothered with. And we who have put the latest obstacle in his way grow impatient because this young animal is as indifferent to us as he is to the others who have attempted to hinder him.

In order to make our study scientific, left us separate one specimen from the mass for a careful analysis. Martin Weller has been graduated from Utopia High School and is hoping to enter Utopia Junior College. During the past four years of his career, he has studied a few classics, among which may have been the poems of a local poet substituted for Whittier's "Snow-bound"; no California boy wants to be wasting his time studying a poem about *snow* written by a New Englander. For his first two years in high school, Martin has received instructions in English from a teacher known as Elaine Pecksniff. Now Miss Pecksniff realizes that Martin must be punctilious. He must know the exact relationships of all parts of all sentences. Moreover, he must be able to diagram any sentence that may be given him at any time. He must keep a notebook of daily assignments, these assignments to be written in a book of a certain size. He must leave a margin of exactly one and one-half inches—no more, no less—at the left. Moreover, these assignment books must be kept separate from

\* Chairman, Department of English,  
Pasadena Junior College, Pasadena, California.

any other notebook, and must be looked over by Miss Pecksniff every two weeks. In another notebook, Martin must have copied beautiful passages from the classics he has read. These passages must be illustrated by pictures cut from magazines (magazines in the public library are helpful). A title-page must be drawn up with as many fanciful additions as possible—a dedication to Miss Pecksniff might not be amiss. A table of contents must be kept by all means. No notebook would be complete without this. A book report is to be written twice a semester. This must include the dates of the author's birth, marriage, and death. Three or four beautiful passages must be written neatly. And above all, the lesson or moral the author intends to convey must be given at full length.

Once a week Martin has written a composition on some adventure, or a pleasant day of his summer vacation, or how to thread a needle. This composition was to be exactly two hundred words in length. When it was returned to him it had written on it carefully and painstakingly in the margin at the left, such symbols as *gr.*, *sp.*, *p.*, *cap.*, *ant.* The composition had to be returned within a week with each misspelled word written correctly three times on the page at the left.

Having fulfilled successfully all these requirements, Martin is sent on to his third and fourth years of English. Here he comes under the tutelage of Uriah Murdstone. Now Mr. Murdstone is a "rough-and-ready" fellow, a regular "he-man." He does not believe that a boy should be compelled to adhere to the minute requirements of Miss Pecksniff, and so he sets out to give

Martin the kind of training any "red-blooded American boy" ought to have. The *Idylls of the King* are the "bunk." All that symbolism will not do a "regular" fellow any good. What he needs is to have some practical knowledge. He needs to know how to tear down the engine of his father's automobile and to get the parts all back in their proper places. As for reading Shakespeare—well, presumably it must be done, but there is no sense in it. We Americans are not interested in kings and queens; we want stories of captains of industry.

Since there is a possibility that Martin and his classmates may go on to college, they are given a test known locally as Subject A—Fundamentals of English. Martin and his friends have discovered that the examinations in Subject A cover a certain limited list of subjects or titles. Some phase of aviation is sure to be touched upon. A topic concerning mechanics, a topic concerning reading of books or magazines, a topic on agriculture, a topic on international relations, and the topic "Why I want to go to college" are safe conjectures. Martin and his friends take the subject of aviation, and practice writing a five-hundred-word paper. They work on this until they know that they will be able to adjust it to any peculiar quirk the topics given in the Subject A examination may take. Mr. Murdstone is pleased with the paper written by Martin in the preliminary examination, and he commends Martin for his choice of subject and for his ability in handling the subject so well in so short a time. Martin is quite pleased with himself. Has he not been able to "get by" with the fussiness of Miss

Pecksniff, and with the masculine demands of Mr. Murdstone? He comes up in June for the examination given in Subject A, chooses a topic on aviation, writes a paper in record time, receives his slip stating that he has passed the examination. He is now prepared to enter college, be it junior college or senior college. Here is the boy who presents himself to us in his freshman year. This is the material we have to mold into the semblance of a college man.

From an analysis of Martin's case, we find that there were three major points that determined the kind of student he would prove to be when ready to enter college; (1) the nature of the courses he studied; (2) the kind of instruction given in those courses; and (3) the method of demonstrating the thoroughness of the instruction. As the four-year high-school experience was only one segment in the course of Martin's training, so is college the next segment. It is safe to say that the problems that confront the boy in one section of his course will be equally applicable to every other section, the degree of intensity being the only difference. I shall limit, therefore, the discussion of the problems that have arisen in Martin's case, and apply them to the junior college only. They will be taken up in the following order: (1) the nature of the examination in Subject A; (2) the qualification of instructors; (3) the nature of the courses offered.

#### EXAMINATION IN SUBJECT A

While criticism has been directed against Eastern preparatory schools for the fact that they apparently are most concerned in preparing their

students to pass the college entrance examinations, a careful study of the high schools of our own state might reveal the fact that they in turn are preparing their students to pass the examination in Subject A, to the detriment of the study of literature. The present form of examination in Subject A is of inestimable value in so far as it goes; but we all must agree, I am sure, that a student should be tested on other phases of his English work in order to give the college he is entering a fair estimate of his preparation in English. The candidates for the examination have studied the requirements for years past, and have discovered that a fair degree of accuracy will be necessary. They have studied the nature of the topics assigned and know that by reading up on certain subjects and by practicing the writing of a composition on some one of these subjects they will be able to "get by." They acknowledge that in writing the formal examination they use only words that they are sure they can spell, thus avoiding the pitfall of misspelled words. They claim that the examination does not test their vocabulary.

It must be difficult at times for a student to sit down to write a five-hundred-word composition on a subject in which he has not the slightest interest. I am sure that all of us have at some time been secretly thankful that we have not had to write a composition on the topics we have handed to the candidates. Any arbitrarily chosen list must of necessity handicap a few at least. The student who is not interested in any of the topics is, under our present system, seriously injured, for although he may have



been an excellent student during his high-school courses in English, he has in this examination absolutely no alternative but to fail. On the other hand, a student who has been notoriously poor in English work may be able to write fluently on some topic which particularly appeals to him, and thus he is stamped with approval, while the other student is branded as a failure.

In no way is the college enabled to determine whether or not the student can actually read the printed page. How often we have been surprised to find a student who has been successful in his examination, utterly at a loss to comprehend the content of the text he is studying. We are all too familiar with the criticism that comes to us from other departments of instruction on the fact that the students cannot read word problems or printed instructions with any comprehension. While we do not acknowledge that this matter of comprehension relates to the department of English any more than it does to any other department, we do recognize that we should feel a bit safer and a little more comfortable if we had some accurate knowledge of the reading ability of our incoming students.

In the examination in Subject A, no student is given the opportunity of reviewing his knowledge of English literature. Surely no one would ever claim that we should teach only composition, for we all know that the reading and study of good literature is the basis of good speech and writing. With an over-emphasis on composition as it is at present, the study of literature will suffer. Our Western high schools are

far behind the Eastern schools in the amount of literature studied. While we require only three years of English, the best Eastern preparatory schools require four years. True it is that the number of high-school graduates who enter Eastern colleges from the West is almost negligible in comparison to the number who enter our Western colleges; yet these few ought not to suffer. Surely it will do no harm for us to keep our standards as high as do our Eastern friends.

In concluding the first point, may I suggest that the junior colleges agree upon an entrance examination that will include literature and reading comprehension as well as the writing of a composition such as that given in Subject A? Our friends, the senior colleges, would welcome this move, I am sure. Were this done and presented to the high schools of our state, they surely must agree with it, for the enriched examination would encourage the thorough teaching of literature and reading as well as the mechanics of writing.

#### QUALIFICATIONS OF INSTRUCTORS

We observe that Martin's teachers, in their zeal to make of Martin the best-trained boy possible, overlook the most important factor of all: that the culmination of Martin's formal education is of equal importance with the details of the subject-matter. In the first place too much emphasis may be placed on minutiae, the instructor thus losing sight of the ultimate end of training in English. A student must have something to say before he can say it. Is it not evident that we are likely to put too much stress on the mechanics of expression while

we neglect the first principle of true expression—the desire to express one's own thoughts correctly and effectively? You will note that I stress the *desire* to express thoughts *correctly* and *effectively*. With that desire created there will be less time spent by the instructor on putting his own compositions on the margins of the students' papers, less need of painstakingly writing *sp., gr., ant.*—symbols which the student glances at and blandly disregards in the next paper he writes. Could I give the formula for the creating of this desire, I should gladly share it with you. But, alas, we all know how illusive it is. As near as we can come to presenting the formula is to restate the platitude that it all depends on the personality of the teacher. Unfortunately, that is as far as we can go. But that fundamental fact gives us something to work upon.

The student in our two-year junior college is in a peculiarly difficult position. He is no longer a high-school student, and he has been set apart from his former associations, and yet is still a part of them. He is not a part of a four-year college where he has the upper classmen to serve as an inspiration for advancement (or otherwise). For two years he is in a class or group by himself. During the first year, he is learning to adjust himself to his new conditions. In the second year, he is becoming accustomed to this adjustment when he may then be sent to another institution where he must start over again. Particularly important is it that he must have the highest kind of instruction during this period. Having recently been advanced from the high school, he is quick

to detect if his instructor is using high-school methods. He demands instruction of college standing, and rightly so. Many instructors have been advanced from high-school teaching to instructorship in the junior college without any knowledge of what the difference is. These instructors are doing work which is supposed to be comparable to that done in the colleges and universities during the first two years; and it is having to be done without the stimulus of professors in upper-division and graduate courses. Since the instructor in junior college does not have the supervision of the chairman of a four-year department, and since he is expected to do work comparable to that done in the university, it is imperative that he study most carefully the methods of instruction and the contents of the courses given in the first two years of college and university.

Again it is important that the junior college student have competently trained instructors, for not only is he doing work comparable to that done in the corresponding years of the university, he is also being trained to do thorough research work in his later years in college. This training presupposes the ability of the junior college instructor to do a piece of research himself. Here the instructor is expected to accomplish the same results as does the young college Doctor of Philosophy who has recently succeeded in proving his ability to do research. Most of the junior college instructors are kept so busy with large numbers of students and classes, and with innumerable extracurricular activities that they have no time or strength to do a

piece of original work, even though they were trained to do so. There, again, the student suffers; for were the instructor doing a scholarly piece of work, it would be an incentive to the student.

For the student who does not expect to continue his college course, but will terminate his formal education with the junior college, there is another demand upon the instructor. In this case the instructor must not be too critical and exacting, but must be able to present literature in such a way that the student may carry the desire for better reading and for better expression out into his particular work in the community. This class of student is as exacting a taskmaster as is the former.

In summing up the second point, we find that there are two distinct classes of students in the junior college with the need for two distinct types of instruction: (1) the student who expects to continue his college education, and so must have instructors who are capable of doing work comparable to that done in the university, and who must also be capable of doing a piece of research work themselves; and (2) the student who completes his formal education at the close of his junior college course, and who needs instruction that will enable him to take his place in the community with a desire for the better things of life. With these two distinct types of teaching in mind, and with the knowledge that it is difficult, if not impossible, for one instructor to be highly successful in both, would it not be well if we instructors determined to specialize in one or the other, realizing that one kind of instruction is as essen-

tial as the other; in either case, making ourselves more capable of supplying these students with what they need?

#### NATURE OF COURSES OFFERED

In Martin's training we observe that the subject-matter of his courses was not suitable for him. In our junior colleges are we not likely to go on our way, disregarding the subjects taught in the high schools, and being governed largely by the courses given in the university? The student entering junior college passes his examination in Subject A, and thus becomes eligible to a course of English during his freshman year. This course may be given in as many ways as there are junior colleges, running the gamut from composition only to literature only. It may be a mere repetition of the fundamental principles of writing which the student should have mastered before he left high school—a course that is not sufficiently different from a previous course to give it the least indication of being of college grade and comparable to the work given in the freshman year of the university. Or it may be a jumble of literary matters, containing little consecutive material, and leading nowhere. The student flounders through this course, and when he has completed it knows nothing at all of what it was about, or what it was supposed to give him for a later college career or for life. This course may have overlapped the preparatory school courses so much that there was no incentive for further continuance of English. The course may have been so elementary that the student was thoroughly disgusted with it. He probably recognized that his

instructor was using methods of teaching which were of high-school grade, or he may have detected that the notes his instructor used were those taken in some college or extension course a number of years ago, and that the instructor has done no reading and thinking for himself since. He found that books the instructor has referred to were not in the library, and he naturally supposed that the instructor has not read widely enough himself to be interested in having the number of library books increased. Is it not true that many of our instructors of English in junior college practically never read anything outside of the textbook, and certainly never have interest enough in the school library to suggest additions? What can the student think when he discovers how barren is the mind of this person from whom he expects to draw wisdom and advice? He knows that his instructor has failed to meet college standards. He recognizes that it is this failure that has caused the overlapping of his college and high-school courses. The junior college instructor who has come up from the ranks of high-school teachers ought, above all other persons, to sense the disaster that will result from teaching by high-school methods. There must be progression and continuity. Presupposing that the entering student has received sufficient instruction in the fundamentals of expression, both oral and written, and that he has been carefully directed in his reading of literature, he must have a course in his freshman year that will give him a background for his later specialization in certain fields of literature and at the same time that will not duplicate his pre-

ceding work. It is most important that he be given this work by instructors who are carefully trained in English; by instructors who can appreciate that he is no longer a high-school boy, and that he does not have upperclassmen to tell him what they have gained from this course; by instructors who can also prepare him thoroughly for further work in English. Here is indeed a task that may well make the strongest hearts grow faint.

The student who goes out into the community demands his share of attention. He probably will never write more than business letters and an occasional report. His expression will be entirely oral. He needs to have the fundamentals of public address to enable him to think clearly and accurately on his feet and to express these thoughts effectively. In order to understand what great minds have thought, he must have a carefully directed course in reading. This cannot be all fiction, for there are other aspects of life that must appeal to him and that will aid him in understanding his own problems. These courses should be carefully planned by instructors who are sympathetic with the work-a-day world, and who are sufficiently trained to give the student instruction that will be of a grade that will inspire him to continue his reading and study after he has finished his junior college career. There should be a variety of courses offered in this field.

In summarizing the third point, we find that the two distinct groups of students in our junior colleges need courses of study as distinctive as are the groups themselves. There should be (1) no overlapping of



high-school and college courses nor of courses within the college; (2) there should be courses provided for the student who expects to continue his college career—courses that are comparable to subjects given by highly trained instructors in the university; and there should be a generous supply of courses suited to students who expect to finish their formal education with their graduation from junior college. These courses should be given by instructors as highly trained for this particular field as for those courses in the former group.

#### ABILITY OF THE TEACHER

After all, does this whole subject not resolve itself into the simple fact that the results of our work depend entirely upon the ability of the teacher himself? We have placed in our hands clay of most pliable quality, clay which with a little molding—a little patting here, a little thumping there—may be shaped into the noblest of all art. What a delicate task is this! Instead of having the boy leave our classroom with the feeling of relief at being free from our jurisdiction, how much better to have him linger on the threshold and reluctantly turn from us to other tasks. How much better to have him in later years think of us in terms of great books and great thoughts than to remember us only in terms of the split infinitive or the adverbial clause. With the discipline necessary to make him a careful thinker, with the thoughtful direction of his taste in reading, with the intangible influence that we as scholars have in shaping his life, what a joy we can make of teaching the subject of English!

#### ANDERSON COLLEGE

The *Anderson Daily Mail* of Anderson, South Carolina, for April 19 was a special "College Edition," devoted to illustrations and stories representing all phases of the work of Anderson College. It contains the following tribute to the president, Miss Annie D. Denmark:

One of the few women college presidents of the South, Miss Annie Dove Denmark has served Anderson College in various capacities since 1917, first as piano instructor, later as dean of women, and since 1928 as executive head. She successfully guided the institution through its transition from a senior college to its present position as a widely recognized junior college. Prominent as a lecturer and writer in the field of religious education, the influence of Miss Denmark's personality is felt not only in South Carolina but throughout the South. Anderson College, under President Denmark's leadership, is closing one of its most successful years.

#### HONORS WON AT PITTSBURGH

Announcement has been made at the University of Pittsburgh that E. H. Pegg, a senior in the Aeronautical Department of the School of Engineering, was chosen as the outstanding student in the 1933 engineering class. Mr. Pegg was a member of the first class of the Uniontown Junior College, and after spending his two years there went to Akron where he remained during the building of the ill-fated Akron, returning to the campus in 1931 to complete his undergraduate work. Of the five men who stood next in awards, Mr. Allen A. Currie, a transfer student from the Erie Junior College, headed the list.

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## Social Science Aims in Junior Colleges

ARTHUR S. TAYLOR\*

No subject-matter field in the secondary school curriculum deserves more consideration than that of the social sciences. From the social standpoint, the school is one of the prime agencies for the strengthening of other great institutions, notably the state. National solidarity depends upon the young citizenry being thoroughly indoctrinated with the fundamental philosophy of the state in which they live. Almost all the subjects in the elementary grades contribute toward the realization of this aim, but in the upper secondary school the burden falls especially upon those subjects that are directly concerned with the social processes. For this reason, the social sciences are of great importance, since they are very close to the life of the student while he is in school, as well as after the termination of his formal education.

As a matter of fact, the social studies have become, practically speaking, the core of the school curriculum. At present, those subjects which deal with man's problems, past, present, and future, are given a prominent place without question in all educational institutions, except those in which highly advanced or technical courses are offered exclusively. The junior college, it may be confidently asserted, has followed the general trend of the times in this respect.

The primary purpose of this ar-

ticle is to report some of the reactions of junior college instructors of social science to a list of aims and objectives submitted to them in the course of a general investigation of the junior college curriculum. An element receiving secondary consideration will be the additional aims suggested by the instructors themselves.

Aims are inherent in values, that is, a school subject is usually considered socially valuable if its aims are such that, ultimately, beneficial results are realized. Consequently, an examination of the aims of so popular a subject-matter field as that of social science must be made in the light of values and results to be expected. Probably no better statement of this truth has been made than that contained in the report of the Committee on Social Studies of the Commission on Reorganization of Secondary Education of the National Education Association. A portion of this report reads:

From the nature of their content, the social studies afford peculiar opportunities for the training of the individual as a member of society. Whatever their value, from the point of view of personal culture, unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important function. They should accomplish this end through the development of an appreciation of the nature and laws of social life, a sense of the responsibility of the individual as a member of social groups, and the intelligence and the

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will to participate effectively in the promotion of the social well-being.

More specifically, the social studies of the American high school should have for their conscious and constant purpose the cultivation of good citizenship. We may identify the "good citizen" of a neighborhood with the "thoroughly efficient member" of that neighborhood; but he will be characterized, among other things, by a loyalty and a sense of obligation to his city, state, and nation as political units. Again, "society" may be interpreted to include the human race. Humanity is bigger than any of its divisions. The social studies should cultivate a sense of justice that this involves as among the different divisions of human society.<sup>1</sup>

While it is true that a general aim is outlined in the second paragraph of the quotation above, it is necessary to be more specific if a complete understanding of the curricular situation in the social studies is desired. In order to facilitate research, a list of aims of the social sciences was formulated by the investigator and submitted to junior college instructors for their evaluation and criticism.

Special care was exercised in making up this list. Lists of aims were secured from leading textbooks on secondary education, from magazine articles, from textbooks in the field of social science, and

from literature available on the junior college as a separate institution.<sup>2</sup> After this list had been classified and re-phrased to some extent, it was submitted for criticism to junior college instructors of social sciences, to critic teachers of social sciences in teacher-training institutions, to college instructors in secondary education, and to graduate students in schools of education. The list was then worked over again and rewritten in its present form. The final list is given in Table I.

The list as finally worked out was submitted to eighty-six instructors of social science in public junior colleges and to sixty-five instructors in private junior colleges. Sixty-three, or 73 per cent, of the public junior college instructors responded. Thirty-four, or 52 per cent, of the private college instructors also sent in usable emphasis ratings of aims. The total percentage of responses was 64.

In dealing with this list, the junior college instructors of social science were asked to indicate by digits 1, 2, 3, and zero the degree of emphasis which they placed upon the aims in their courses in social science; "1" indicating strong emphasis, "2" moderate emphasis, "3" little emphasis, and zero no emphasis. An instructor might check just as many or as few aims as he wished. There was no attempt to rate aims inasmuch as no common unit of measure existed. Instructors were not asked what aims they thought *should* be emphasized, rather the ones which they judged *were* stressed.

An opportunity was given for the inclusion of other aims in the list. Emphasis ratings of these addi-

<sup>1</sup> Arthur W. Dunn (chairman), "The Social Studies in Secondary Education," United States Bureau of Education *Bulletin*, No. 28, 1916.

<sup>2</sup> The writer wishes to acknowledge his indebtedness to Professor L. V. Koos, of the University of Chicago, for help in this phase of the study. Aims c, d, i, j, and k (see Table I) are taken directly from Koos's *The American Secondary School* (Ginn & Company, Boston, 1927), p. 403.

tional aims were also asked for. A total of seventy-two additional aims was listed in this connection. Some of these statements were due to differences of interpretation of the original aims, but some were entirely different from any suggested.

The public junior college instructors replying to this phase of the problem were teaching in institutions located in sixteen different states. Instructors in private junior colleges from eighteen different states formulated replies also. California led in the public colleges represented, having sixteen in all, while Missouri led in the private classification with one-fourth that number. All in all, it was felt that a representative body of junior college instructors responded.

that under each emphasis - rating has been placed the frequency of mention so far as each particular aim goes.

The one aim receiving the strongest emphasis by the highest percentage of teachers is aim *b*, "To equip students with a knowledge of the processes of adjustment and change present in progressive nations." The next strongest aim, from the standpoint of percentage in emphasis-rating, was aim *k*, "To cultivate good citizenship." The third highest was aim *e*, "To foster the appreciation of one's relationship to his community." It should be noted that all three of these aims were marked "1" by over half of the teachers who replied. The fourth aim which was strongly stressed is

TABLE I

AIMS EMPHASIZED BY NINETY-SEVEN INSTRUCTORS OF SOCIAL SCIENCE IN PRIVATE AND PUBLIC JUNIOR COLLEGES

	Emphasis				Total
	1	2	3	0	
a) To prepare the student for further study in the same field leading to the Baccalaureate degree.....	35	48	11	3	97
b) To equip students with a knowledge of the processes of adjustment and change present in progressive nations .....	67	24	6	0	97
c) To equip with historical information.....	39	47	8	3	97
d) To develop a spirit of nationalism.....	10	15	26	42	93
e) To foster the appreciation of one's relationship to his community .....	49	28	15	2	94
f) To inculcate an attitude of respect for law and law enforcement .....	43	35	13	4	95
g) To give an understanding of the machinery and functions of government.....	45	38	8	3	94
h) To develop a vocabulary of technical words and phrases to be used in further study in this field.....	6	35	35	14	90
i) To develop the faculty of discrimination.....	48	32	9	4	93
j) To develop ability in speech, oral and written.....	12	36	26	18	92
k) To cultivate good citizenship.....	58	24	11	3	96

Ninety-seven instructors checked the inquiry blank dealing with the aims of courses in social science. The results are found in condensed form in Table I. It will be noted

*i*, "To develop the faculty of discrimination." The least strongly emphasized aim is *h*, "To develop a vocabulary of technical words and phrases to be used in further study



of this field," since only six teachers out of the ninety-seven marked this as receiving strong emphasis in their courses. Another aim which received a low emphasis rating was *d*, "To develop a spirit of nationalism." That the junior college teachers are not in sympathy with this aim is also evidenced by the fact that the aim of international feeling was stressed so strongly in the additional aims submitted.

In the moderate-emphasis column, "2," the highest number is found opposite aim *a*, "To prepare the student for further study in the same field leading to the Baccalaureate degree." A close second is aim *c*, "To equip with historical information."

Only one teacher out of the ninety-seven indicated that he accorded little emphasis to aim *b*, "To equip students with a knowledge of the processes of adjustment and change present in progressive nations." Two teachers only, out of a total of ninety-four who marked aim *e*, "To foster the appreciation of one's relationship to his community," indicated that they attached no importance to this aim, though it must be noted that three others did not mark this aim at all.

From the foregoing analysis of data on aims submitted by representative instructors in the field of social science in private and public junior colleges, it may be stated with a fair degree of certainty that over one-half at least are cognizant of and in sympathy with the more progressive attitudes toward the subjects which they teach. While the college preparatory aim may be a strong one in junior colleges from the standpoints of administration policies and student enrollments, it

is not rated so strongly by the teachers in the social science fields. It must not be assumed, however, that the college preparatory function as an immediate objective does not bulk fairly large in the consciousness of these instructors, since over one-third of them marked it as receiving strong emphasis in their courses and nearly 50 per cent accorded it moderate emphasis. The vocational aspects of the social sciences do not seem to have been given much attention by the teachers in these fields as yet. Apparently the disciplinary concept is still strong among the social science faculties of junior colleges. A hopeful sign, however, may be found in the fact that some of the aims having to do with the acquisition of subject-matter only were not stressed as strongly as they have been in the past.

Seventy-two additional aims were listed by junior college instructors in addition to the eleven submitted to them for their consideration. Many of the additional aims were repetitions of the ideas expressed in certain of the submitted aims. Others were based on the concept of transfer of training or mental discipline. There were, however, several aims for social science courses in this list that were broad enough to possess considerable merit. Among these forward-looking aims should be listed the following:

- To develop a knowledge and favorable attitude toward world peace.
- To see the social forces that determine the trend of civilization.
- To discover the interrelatedness of the several phases of society.
- To apply social conditions to the student's own life.

To cultivate a spirit of tolerance and understanding.

To inculcate the social point of view, and thereby guard the student against popular forms of propaganda.

To estimate the importance and solving of future problems.

To develop a critical or questioning attitude toward facts.

To emphasize world citizenship instead of narrow nationalism.

To show that civilization is a growth, a progress, a gradual change.

To develop international viewpoint.

To develop leisure-time interests.

To interest the student in a study that will go far toward making him intelligent and broadminded toward other nations, etc.

To have the student sense the drama and romance of the past and hence feel at home in any period of history.

It will be noted that all the foregoing aims are fairly broad in scope and show a decided trend in favor of more general treatment of the social sciences. Some that seemed narrower and more traditional were:

To cultivate historical-mindedness.  
To place emphasis on the interpretation of facts and their correlation with the fields.

To stress historical interpretation.

To teach methods of work and independent study.

To inculcate the habit of observation.

To build scholarly habits of thought and analysis, organization and thought, capacity to evaluate materials in given field; desire for truth and ability to master more difficult work.

To develop mental concentration.

To discipline the mind.

In the main, most of these aims are concerned with the mastery of subject - matter and consequent transfer of training. The disciplinary aim is clearly evident in many of the statements, though it is specifically expressed in only one case.

It will be noted that almost one-half of the aims listed by the instructors themselves apparently carry the idea of general education for the individual. This is encouraging to some degree though one might wish that in an institution as young as the junior college the bulk of the objectives would be away from the older disciplinary phases of social sciences and toward the newer and more democratic concept.

From the data secured in the analyses of the social science courses in representative junior colleges, it may be concluded that the aim most stressed is that of equipping the students with a knowledge of the processes of adjustment in progressive nations. There is evident a liberalizing tendency in the social science field, from the standpoint of aims and objectives, though the college preparatory aim, more or less academic in its point of view, is still prevalent. There is some evidence to show that the disciplinary concept of the functions of social science is held, to some degree, by many instructors. In general, it may be assumed with a considerable degree of justification, that the situation in junior colleges, as far as the social science courses go, is encouraging since the aims stressed seem to be distinctly forward-looking.

## Appraisal of Results at Christian College

EDGAR D. LEE\*

Since our hypothetical visitor has already become acquainted with a number of excellent junior colleges in all parts of the country, he is familiar with the general functions of junior colleges and the features that are common to most of them. He has seen that the core of an effective junior college, as of any college, is a sound academic program. He is therefore interested now especially in those features of the work of Christian College which are distinctive, which differ in some way from what is being done in other colleges.

The contribution of Christian College to education cannot be seen in its buildings and material equipment. Its campus, dormitories, laboratories, and library are attractive and adequate, but in no way unique. Neither is its curriculum startling or unusual. The visitor must look beyond the visible and

obvious and sense the invisible spirit which animates students and faculty. He must feel the cumulative effect of nearly a century of development, with the old and tried being retained, but gradually modified to meet the changing conditions of modern life. One of the interesting manifestations of this spirit is the faculty-improvement program.

### FACULTY-IMPROVEMENT PROGRAM

While the instructors are chosen on the basis of their training and specialized knowledge, as well as their fitness for teaching young women, it is felt that a program of professional study promotes growth and vitalizes instruction. Therefore the faculty meetings for the last six years have been devoted to a series of faculty-improvement projects. Each year a different phase of college education has been studied and a permanent record made of the conclusions reached. The topics studied have been "Professional Literature in the Field of Higher Education," "Experimental Studies," "The Technique of Syllabus Construction," and "The Junior College Curriculum."<sup>1</sup>

In 1931 it was decided to make an attempt to measure some of the less tangible products of college life. Fairly definite techniques have been developed for the measurement of the purely academic phase of education. While it is generally recognized that the by-products of the educational process are often of greater value than the outcomes

\* President, Christian College, Columbia, Missouri. This is eleventh in the series of articles on representative junior colleges. In each article the administrative head of the institution has been asked to answer in his own way the problem: "An English-speaking educator from abroad knows nothing of the junior college movement but is anxious to learn as much about it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

<sup>1</sup> J. C. Miller, "Improving Instruction in the Junior College," *The Junior College Journal* (January 1932), II, 205.

of classroom instruction, little has been done in the way of applying objective measurement to these phases of college life. The faculty was therefore divided into six committees to study Health, Social Development, Religious and Moral Education, Aesthetic Appreciation, Vocational Choice, and Academic Progress. Only a beginning was made, but enough information was derived from the various studies to repay the effort expended and to form a foundation for future work.

#### HEALTH

In an article entitled "College Girls and College Doctors," Dr. Barbara Beattie<sup>2</sup> charged present-day colleges with gross neglect of the health of students and stressed the necessity for objective standards of health measurement.

The purpose of the health study in Christian College was twofold: first, to evaluate the present health program and make suggestions for improvement; second, to develop more objective devices for ascertaining the health rating of the student.

The methods used in the study were physical examinations, infirmary records, information obtained by contact with the student, and individual conferences of a member of the health committee with each student. Several case studies were also made of students suffering from remediable health handicaps.

A thorough physical examination was given each student at the be-

ginning of the year and the results communicated to the parents. An attempt was made to have all defects corrected. A check-up at the end of the year showed improvement in most cases.

A card index was kept of all infirmary patients for the year, showing the nature of the illness, the treatment administered, and the amount of time spent in the infirmary. Below is a summary of these findings for 1931-32.

Cause	Number of Students	Number of Days Missed
Colds .....	60	80
Menstrual disorder....	74	41
Injuries .....	16	40
Digestive disorders....	16	29½
Unidentified causes....	11	10½
Skin infection .....	6	15
Nerves .....	6	5
Dental care .....	7	6

From the findings of the committee recommendations were made as to the content of physical education and hygiene courses and as to some changes in diet. A series of programs at the assembly period took up health topics found to be of importance to the group studied. It is felt that this study has made a contribution to the health care of the students.

#### SOCIAL DEVELOPMENT

In a recent article in *The Forum*, Willis F. Ballenger<sup>3</sup> applied to schools for young women the rather uncomplimentary appellation of "spinster factories." He charged that the educational programs of these schools often turn out products that are physically and socially unattractive, cause marriage to appear undesirable, and leave the student no other alternative than to assume the rôle of a mental aristocrat.

<sup>2</sup> Barbara Beattie, "College Girls and College Doctors," *Good Housekeeping*, November 1931.

<sup>3</sup> Willis F. Ballenger, "Spinster Factories," *The Forum*, May 1932.



crat. In Christian College an attempt is made to develop the whole personality of the girl. A study was therefore made of the social and personality traits of all of the students, especially such as would be of importance to them in their ordinary contact with other people.

Each student was graded by the members of the committee on each of the following points: courtesy to older people, including faculty members; conduct in public places; graciousness of manner; and the technique of good table manners. Assembly talks were made and individual help given girls who seemed most in need of it. A repetition of the grading and comparison of scores showed a marked improvement in most cases.

#### RELIGIOUS AND MORAL EDUCATION

The religious and moral field is perhaps the most difficult to subject to objective measurement. Two studies were made of different aspects of the subject, one by a questionnaire to be filled out by the students stating their opinion of the moral and religious influence of various factors in college life, and one measuring their knowledge of the Bible before and after taking courses in Bible literature.

In the first study ten major features of college life were considered and the students were asked to give an estimate of the influence of each on their religious and moral life. A weighted index was calculated for each factor. A summary is reported below:

	Weighted Index Value
Church services .....	8.71
Bible courses .....	8.65
Y.W.C.A. ....	8.35
Faculty and officials .....	6.08

#### Weighted Index Value

Chapel services .....	5.81
Fellow students .....	5.34
Sunday School .....	5.30
Christian Endeavor and similar meetings .....	5.25
College clubs .....	4.77
College courses .....	4.05

The Northwestern University multiple choice test on "The Life and Teachings of Jesus" was given to the entire student body. A comparison was made between scores made by students who had taken no Bible courses in college and those made by students who had taken the course "Life and Teachings of Jesus." The average for the students who had pursued this course was 92 per cent as compared with 80 per cent for the entire group.

#### AESTHETIC APPRECIATION

No objective results were obtained by the Committee on Aesthetic Appreciation. It was felt that in view of the increase in the amount of leisure enjoyed by the educated classes, much more attention might well be paid to training for the enjoyment of the beauties of art, music, literature, the drama, and nature. It was therefore recommended that the curricular offerings in these fields be expanded, and that more of the assembly time be devoted to the fine arts.

#### VOCATIONAL CHOICE

Christian College is primarily a liberal arts college. No effort is made to prepare students directly for any vocations other than teaching and secretarial work. A foundation is laid in the pre-professional courses for further study in

higher institutions for those students who wish to enter a profession. They are encouraged to discuss their plans with their faculty advisers, who are often able to suggest lines of work of which they have never thought.

Each student, before registration, fills out a blank which includes questions as to her vocational plans. The responses of students at the end of their second year to similar questions were compared with their first responses, with the following results: About 40 per cent had changed their vocational plans; about half would continue their formal education during the next year; almost all of the others intended to attend school later; 85 per cent indicated an intention to prepare for a vocation, of whom one-half expected to teach; the academic courses had been of most help to them in choosing vocations, followed by help from members of the faculty.

It was recommended that more vocational talks be given to students and that more books on vocations for women be put into the library.

#### ACADEMIC PROGRESS

The Committee on Academic Progress was interested in the Comprehensive Examination which was given to all second-year students. The satisfactory record made on this examination showed that our students are receiving sound academic training.

#### PERSONALITY AND CHARACTER

So much interest was shown in the study of social, religious, and moral progress in the year 1931-32 that a further study in these fields

was decided on for the faculty project for 1932-33. The theme for this study was "Education for the development of personality and character." The activities employed in carrying out the program consisted of three parts: first, programs and activities for the development of social poise and leadership; second, a series of lectures concerning the basic life philosophies; and, third, a rating or evaluation of the personal traits of each student expressing a desire to be rated. At Christian College an earnest attempt is made to develop the whole student, to cultivate mental and social poise along with academic education to the end that the student may be more adequately prepared to assume the social and civic duties of life.

It is hoped that the foreign visitor will feel that Christian College is a living, growing institution. Retaining always its center of conventional college subject-matter, it strives to meet the needs of its students as they face a changing civilization.

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#### COLLEGE OF MARSHALL EDITION

The issue of the *Baptist Standard*, published at Dallas, Texas, for February 16, 1933, is a special "College of Marshall Edition." It is illustrated with pictures of the buildings, faculty, students, and college activities, and contains a number of articles regarding various phases of the work of this progressive Baptist junior college in eastern Texas. Dr. F. S. Groner is the president of the institution. An extended biographical sketch of his career is given by J. H. Pace, of Beaumont, Texas.

## Junior College Needs in Indiana

J. R. SHANNON\*

Two different sessions of the Indiana General Assembly within recent years have refused to legalize the junior college as a local public institution. Nevertheless, the demand for some local provision for training beyond the twelfth grade is growing. Hundreds of high-school graduates are continuing in their local schools as postgraduates. In the city of Gary over four hundred such graduates continued in their local schools each year until the city, in co-operation with Indiana University, established a junior college extra-legally. The Attorney-General has ruled that high-school graduates can continue in their schools taking new courses until they are twenty-one years old, and Indiana University has adopted a plan whereby such postgraduate work will be counted toward advanced standing under certain conditions. Although the legislature has not legalized the local public junior college, something comparable to it has become widespread through a "semi-bootleg" process.

A survey of certain characteristics of the incidence and nature of postgraduate work in Indiana high schools reveals more accurately the need for an upward extension of local educational opportunity. In November 1932, a postcard questionnaire was mailed to the principals of the 125 city high schools, the 65 town high schools, and 190

township high schools in the state. The township high schools selected for the survey are located in the various parts of the state in the same geographical ratio as the cities and towns, and in general only the larger township schools are included.

Two hundred and sixty usable replies, or 68 per cent of the number addressed, were returned. These represent every one of the 92 counties of the state. The replies include 98 city schools, 46 town schools, and 116 township schools. The percentages of replies from the three types of schools are 78, 71, and 61, respectively. Of the 260 schools replying, 172, or 66 per cent, report having postgraduate students during the school year of 1932-33. The 172 include 89 from cities, or 91 per cent of that group; 28 from towns, or 61 per cent of that group; and 55 from townships, or 47 per cent of that group. The 89 city high schools range in enrollment in grades nine to twelve from 6,018 to 125, with a median of 520; the 28 town schools range from 300 to 63, with a median of 145; and the 55 township schools range from 542 to 51, with a median of 125. The 9 city schools, 18 town schools, and 61 township schools that have no postgraduate students are smaller schools, and even in them, 35, or 40 per cent, report having had requests for postgraduate work.

The number of postgraduate students enrolled in a single city

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school ranges from 307 to 1, with a median of 13. The range in the town schools is 13 to 1, with median of 4, and in the township schools the range is 19 to 1, with median of 2. The total enrollment of postgraduate students in the 89 city high schools is 1,960—954 boys and 1,006 girls. In the 28 town schools the corresponding figures are 127, 46, and 81, and in the 55 township schools they are 187, 73, and 114. The total in all of the 172 schools is 2,274—1,073 boys and 1,201 girls. Seventy-five per cent of the students doing postgraduate work in the 172 high schools graduated from such schools in 1932.

It is the common practice in these schools to permit students to continue for postgraduate work for an indefinite or unlimited length of time. Half of the schools of all three types have no restrictions in this respect. Approximately one-fourth of the schools, however, limit the opportunity for an individual's postgraduate work to one year. Although the opportunities for postgraduate work in many instances are unrestricted, over 75 per cent of the schools report that most of their students remain but one year, and only an insignificant number report their students continuing longer than a year. Furthermore, over 75 per cent of the schools report that most of their postgraduate students are carrying less than four school subjects. Practically all of the schools state that their postgraduate students are enrolled in the same classes with regular high-school pupils, and over 60 per cent report that such students are not held for higher standards or quality or quantity of work. However, no complaint can be ex-

pressed against these low standards, for in almost 90 per cent of the schools no tuition is charged the postgraduates.

Perhaps the most significant aspect of the inquiry concerning postgraduate work in high schools is that portion relating to the purposes for which students are attending. The commonest purposes which the postgraduate students have for attending are: lack of other worthy means for spending time, and to prepare for some specific vocation. Less common reasons are: to broaden cultural backgrounds, and to transfer credits to college and receive advanced standing. Very few schools, however, report having definite arrangements with any college for accepting the postgraduate high-school work. It is highly improbable that much such work will ever be so accepted.

This prevalence of postgraduate students in high school is a recent development. It is another of the products of the failure of social science to keep up with natural science. Graduates fresh out of high school, realizing their inability to find employment or to leave home to attend college, conclude that to continue in high school might be a more worthy pursuit than idleness, and that further high-school training might better enable them to find employment.

The 2,274 postgraduate students enrolled in the 172 high schools are not sufficient to justify consideration of the establishment of junior colleges in all communities, to be sure, but in a number of the cities the demand already is sufficient. Seven have 50 or more postgraduate students each. Five other cities have from 40 to 49 each. Certainly



such enrollments as these justify consideration of an upward extension of educational opportunities.

Most of the postgraduate students at present are continuing only a year beyond graduation, are carrying less than four subjects, and are enrolled in classes with regular high-school pupils. These conditions, no doubt, exist because of a narrow range of selection of curriculum materials. With broader curricula to attract more students and to hold them longer than a year, and with such work recognized by reputable colleges as standard, it seems entirely reasonable to believe that, in ten or a dozen centers in Indiana, junior colleges could be maintained that would be large enough to meet the demands of administrative and educational efficiency. Furthermore, in most of these centers they should be maintained. Thousands of high-school graduates are being abandoned by society to fall into experiences of lesser value while they are yet immature. In desperation the graduates are continuing as postgraduate high-school students. Is society discharging its responsibility toward such pupils?

The degree to which university lower division courses are slavishly imitated in the junior college as to both content and method is indictable from almost every point of view. It is one of the main sources of discontent with so-called university domination among public school instructors, parents, and students. . . . In too many cases it is found more comfortable to conform than to experiment toward better instruction.—*Carnegie Report on State Higher Education in California.*

#### U.S.C. JUNIOR COLLEGE

The University of Southern California announces the establishment of a new junior college under the direction of Vice-President Frank C. Touton. The institution opened in September 1933 on the same general plan as the University Junior College at Minnesota.

Curriculums of the new University Junior College at the University of Southern California are provided especially for the following classes of students, all of whom are to be graduates of accredited secondary schools:

1. Those who have a limited time to give to college training.
2. Those who need and wish more than the usual amount of guidance in the pursuit of the work of the first two years of the college.
3. Those who do not meet satisfactorily the entrance requirements of the college divisions of the university.
4. Those who transfer from other collegiate institutions but do not meet the requirements of the college of the university to which they apply.

Independent junior colleges may be capable of determining for themselves what constitutes a proper ending for general education, but it is reasonable to expect that the leadership, as far as preparation for advanced work is concerned, should come from institutions in which the lower-division work is carried on by teachers in close contact with, or participating in, research and advanced study.—HOMER L. DODGE, University of Oklahoma.

# Remedial Reading in the Junior College

HENRY T. TYLER\*

Early in 1931, at the Sacramento Junior College, a committee on remedial reading was appointed as part of a city-wide program in this field. The Committee carried on a testing program during the spring of that year, to discover to what extent a need for remedial work might exist at the College. Results from testing 616 students, both freshmen and sophomores, with the Haggerty Reading Examination, Sigma 3, appear in Table I.

TABLE I

STUDENTS AT SACRAMENTO JUNIOR COLLEGE MAKING SCORES BELOW EACH GRADE NORM ON THE HAGGERTY SIGMA 3 READING EXAMINATION

Grade Norms	Number Below	Percentage Below
12th grade—118 .....	432	70
11th grade—112 .....	365	59
10th grade—104 .....	269	44
9th grade—93 .....	153	25
8th grade—80 .....	61	10
7th grade—68 .....	23	4
6th grade—54 .....	4	0.6

Clearly a considerable number of our students were unable to read at the college level of comprehension. More limited testing of 108 students with the Iowa Silent Reading Tests confirmed this finding and indicated a similar situation with regard to reading speed.

In the fall of 1931, the Committee was reorganized, and carried on investigations from the point at

which the previous Committee had left off. As its first task it undertook a survey of literature to find out what had been accomplished elsewhere in the improvement of reading at the college level. This survey indicated that where remedial classes had been tried they had generally brought about measurable improvement, although the gains were not always statistically reliable. The Committee therefore recommended to the administration that since the need for remedial work had been demonstrated to exist at the College, and since remedial classes had proven feasible elsewhere, an experimental class be scheduled for the spring semester, 1932. This recommendation was approved.

The experiment was planned on the equivalent-groups basis. All entering freshmen in January 1932 were given Form A of the Nelson-Denny Reading Test as part of the college aptitude examinations. From the distribution of scores of the 192 entering students, the names of the 76 students whose scores indicated retardation of one year or more were selected, and given to the counselors. An effort was made to direct about half of these into the special reading class. Actually about a third finally entered the class, 23 in all. Of these, 20 completed the course. One sophomore student was admitted also, and completed the work.

At the end of the semester all of

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the students who were in the original retarded group were asked to take Form B of the Nelson-Denny Reading Test. Each student who had been in the reading class throughout the semester was then paired as exactly as possible on several bases with a student who had not been in the reading class. The factors used for pairing were: (1) initial reading test score, (2) percentile score on the American Council on Education Psychological Examination, (3) total score on Iowa High School Content Examination, Form B.

The reading class met twice a week throughout the semester, for fifty-minute periods, and carried one hour of credit. The *Pressey Manual of Reading Exercises for Freshmen* was used as a text, approximately two weeks being spent on each of its six chapters. Each student was expected to do the exercises in this text regularly, and careful records of progress were kept for each student. The major emphasis, however, was placed on individual diagnosis of difficulties by the instructor and remedial exercises designed to overcome these specific deficiencies. To this end, three conferences were held with each student, at the beginning, middle, and end of each course.

To provide (1) a basis for individual diagnosis, and (2) a more exact and detailed measure of results than is afforded by the Nelson-Denny Test, the Iowa Silent Reading Test was used, one form being administered to the class at its first meeting, and the other at the final session. The first individual conferences were held after the Iowa tests had been scored, and the prescription of special exercises made

largely from these results, checked by the students' own impressions of their weaknesses.

In addition to the Pressey exercises assigned to everyone, and to special individual emphasis on exercises to overcome specific weaknesses, an effort was made to increase general word-interest and vocabulary and to increase speed. Six vocabulary lists of about 50 words each and of increasing difficulty were prepared from the *Thorndike Word Book*, and each student was expected to use the words in sentences, looking up such words as were doubtful. These were later discussed in class. Several times jokes involving exact shades of meaning of words were used, in an effort to interest the class in examining words and meanings more closely. During three months of the semester each student was expected to spend ten minutes daily on a speed reading exercise. This simple plan involves only regular practice in conscious speeding up of reading, and the keeping of a graphic record of the number of words read per minute each day. Fluctuations due to difference in style, subject-matter, and the like were minimized by having the student read in the same book, using, of course, a different portion each time.

Table II shows the mean scores of the two groups. The equating of individuals was not entirely satisfactory. This was due, of course, to the small number of students available. In percentile score on the American Council Test the mean of the two groups was about the same, but this percentile is admittedly a rough measure. In Iowa High School Content score, the experi-

mental group is somewhat below the average of the control group. In initial score on the Nelson-Denny Test the same relationship exists, but the difference is not great. Both groups averaged slightly below the tenth-grade norm of 46.

In score on the Nelson-Denny re-test, the two groups still differ by about the same amount as at the start, being now both slightly below the twelfth-grade norm of 59. The control group, without specific training in reading comprehension,

TABLE II

MEAN SCORES OF THE EXPERIMENTAL  
AND CONTROL GROUPS

	Experimental	Control
Number of students.....	20	20
A.C.E. percentile .....	28.9	28.8
Iowa H.S. Content Test.....	110.1	120.8
Nelson-Denny Test		
Initial Test .....	40.8	43.2
Re-test .....	54.1	57.6
Gain .....	13.3	14.4

appears to have improved about as much as has the experimental group. We can only guess how this improvement in the control group came about, since no control over the amount of either recreational or study reading done was attempted. When improvement made by the pairs of students was noted, it was found that in 10 of the 20 pairs, the control student gained more than the corresponding experimental student; in 5 the experimental student gained the more; and in 5 the two students remained within 4 points of one another (P.E. of a score equals 4). These findings throw some doubt upon the worthwhileness of the reading class.

We next inquire what evidence of progress was found in the ex-

perimental group. The results of the Iowa Silent Reading Test will be examined first. This test yields six scores, of which five are combined into a total comprehension score, and the sixth measures rate. Table III shows these results for both initial and final tests, by parts and for the whole test. In comprehension, the class as a whole gained a year and a half, from a mean grade level at the outset of 10.8 to one of 12.3 at the end. These figures confirm reasonably those obtained from the Nelson-Denny Test. The range was from no gain (2 students) to over 3 years (2 students).

TABLE III

PROGRESS OF EXPERIMENTAL GROUP AS  
SHOWN BY IOWA SILENT READING  
TEST IN TERMS OF GRADE LEVEL  
(N = 21)

	Initial Test February 16	Final Test May 28	Gain
Comprehension,			
Total .....	10.8	12.3	1.5
Test 1.....	7.0	12.0	5.0
Test 2.....	10.3	11.4	1.1
Test 3.....	9.0	10.5	1.5
Test 4.....	10.2	10.9	0.7
Test 5.....	11.2	12.7	1.5
Rate, Test 6.....	7.9	9.0	1.1

In rate, the class gained something over a year, the average speed at the beginning being somewhat below eighth-grade level, and at the end being equivalent to ninth-grade standing. The range for individual students was from an apparent loss of several months to an apparent gain of about five years.

When the comprehension score is broken into its five parts and each considered separately, the class is found to have made the greatest gain in paragraph meaning (Test 1). At the beginning the average

score on this test was about that of seventh grade, while at the end it was that of twelfth grade. This very marked gain is probably due to the nature of the text used, which especially emphasizes comprehension of paragraphs. There was a very noticeable gain also in the ability to organize paragraphs, selecting the central idea and outlining (Test 3). Here the class gain was about a year and a half. A similar amount of gain was registered on the section which deals with the locating of information, the use of key words and index (Test 5). In vocabulary, the gain was about a year (Test 2); the least gain was shown in the section which deals with sentence meaning, where the gain was slightly under a year (Test 4). It was noticeable throughout the experiment that the students possessed very limited understanding of exact shades of word meaning, and this deficiency doubtless shows itself in the limited gains in the last two parts of the test mentioned. Further, the text provides very little drill material on this phase of reading skill.

The gain in rate shown in the Iowa Test is, as was said, about a year for the class as a whole. This may be checked by reference to the speed charts prepared by the students. These showed a mean gain of about 50 per cent for three months of practice. At the outset the mean speed of the class was 194 words per minute, and at the end 293 words per minute. This exercise was done with fairly light reading material, fiction in most cases. Naturally, some of the students made much greater gains in this exercise than did others, and some were quite irregular in their

practicing, but in every case where the exercise was kept up with fair regularity, definite gain was shown, ranging as high as 100 per cent.

In the final individual conferences, students were asked to estimate what the outcomes of the class had been for them, and in every instance but one they reported that they could see real progress. One student thought he had not improved at all, but the test records showed a gain of a year and a half in comprehension. Nearly half of the students reported that they felt their improvement had carried over into other fields.

The foregoing account has shown that an experimental class in remedial reading composed of 21 students whose reading was one or more years below college level, and meeting twice a week for one semester improved in reading comprehension level a year and a half, in speed level something over a year. Large individual differences in progress were noted, two students out of 21 completing the course making no apparent gain in comprehension and five students making no apparent gain in speed, while at the other extreme two students gained over three years in comprehension and two students gained over three years in speed. No relation between mental level and gains was found. Although the experimental group seems to have made significant improvement, a control group, roughly equated with the experimental group and given no specific remedial instruction appears to have made as much improvement in comprehension as the experimental group. Whether the control group made similar gains in speed was not ascertained.



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## Legality of Junior Colleges in Louisiana

ALEXANDER BRODY\*

Are junior colleges an integral part of the common school system, to be maintained by local taxation and under the control of local school districts, or do they fall in the category of state higher educational institutions to be supported by general taxation and under the direct control of the state? These questions were presented to the courts in a recent case involving the legal status of junior colleges in Louisiana.

In 1928, the legislature of Louisiana passed an act giving parish school boards authority to create junior colleges within their districts, and also to levy special taxes for constructing, aiding, and supporting these junior colleges. Section two of this act provided that "any junior college so established must be operated in connection with some state high school and offer two years of standard college work in keeping with accredited colleges in advance of the courses of study prescribed for state high schools."<sup>1</sup>

Section three of this act also provided that only one junior college can be created for one parish or district, and that junior colleges should be located, "so that they may be satisfactorily carried on in connection with some state approved high school." It was also provided that in selecting a location, the parish school board shall

determine the places best suited and adapted for the students of the whole parish.

Pursuant to this legislative authority, the Ouachita Parish School Board adopted an ordinance creating and established a junior college district for the parish, and by another ordinance ordered a special election for the purpose of submitting to the qualified electors of that district the question of the levy of a special tax for the purpose. The special election was held and a majority vote was cast throughout the district in favor of the proposition.

The plaintiffs, who were qualified electors and taxpayers of the Parish of Ouachita, brought suit to prevent the School Board from proceeding to levy a special tax vote and to have the legislative act and the ordinance of the Parish relating to the creation of the junior colleges declared unconstitutional and void. The main contention of the plaintiffs was that the creation of the junior college in the manner attempted did not conform with the system of public education as outlined in the Constitution and in the laws of the state; that by the Constitution of Louisiana a system of public education was created and organized consisting of elementary, secondary, and higher institutions of learning; that the higher educational institutions were declared to be subject to the direct supervision of the state and that new institutions can be created only by two-thirds vote of the legislature, and

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<sup>1</sup> Act 173, Laws of 1928.

that for the equipment, support, and maintenance of the higher institutions of learning, provision was made for legislative appropriation.<sup>2</sup>

From this constitutional provision as a basis of contention they deduced the following objections against the creation of junior colleges in the manner attempted: First, that the provisions of the legislative act of 1928 seek to delegate to the parish school boards authority to create higher educational institutions as part of the state educational system in contravention of the foregoing constitutional provision which restricts the legislature *alone* to such authority. Second, that the act of the legislature seeks to impose taxes upon the property *alone* of the Parish of Ouachita for the improvement and support and maintenance of a higher institution of learning in contravention of the Constitution which makes such institutions dependent for support upon legislative appropriation. Third, that by the Constitution, the parish school boards are authorized to levy special taxes for local purposes only; and that the taxes contemplated under the proposed law are not a levy for local purposes.

It can be seen that the whole question turned upon whether or not junior colleges can be regarded as higher educational institutions.

In reaching the conclusion that junior colleges are not higher educational institutions, the court drew a distinction between institutions of higher education which are state wide in their operation, maintained by the general taxation, and absolutely independent of each other,

and junior colleges. The latter, said the court, have no legal existence or status whatever except in connection with a state high school; they are purely local institutions created for the sole purposes of supplementing the course of study prescribed in the high schools of the state. The court arrived at this conclusion from an interpretation of the legislative act authorizing the creation of these junior colleges.

The act of their creation states specifically that these colleges must be established in connection with some state high school; that only one can be created in each district, and that it must be adopted for the students of the whole parish. Necessarily, reasoned the court, these junior colleges fall within the classification of secondary schools and occupy the same legal status as state high schools in the matters of special taxes for the maintenance of these institutions.

The answer of the court to the specific objections raised against the power of the local school districts to create and support junior colleges is thus outlined:

1. Since junior colleges are not major state institutions, they need not be created directly by the legislature by two-thirds vote, nor is it necessary that they should be subjected to the direct supervision of the State Board of Education as provided in the Constitution for the higher institutions of learning of the state.

2. Since junior colleges are created and established solely for local purposes, and as the students of the whole parish are to be served by the junior college established therein, these institutions must be supported by local taxation.

<sup>2</sup> Constitution of Louisiana, Article XII.

3. Since junior colleges are merely superior high schools and not institutions of higher learning of the state, the special tax may be levied for the construction and maintenance of the junior college as validly as for the construction and maintenance of any state public high school.

Of interest, from an educational point of view, is the reasoning of the court that by the creation of junior colleges, the legislature is fulfilling the constitutional provision of the state of Louisiana which reads in mandatory terms:

The elementary and secondary schools, and the higher educational institutions shall be so co-ordinated as to lead to the standard of higher education established by the Louisiana State University and Agricultural Mechanical College.<sup>3</sup>

In the opinion of the court (one judge dissenting), the creation of junior colleges is the best method of effecting the co-ordination between the several units in the state educational system.<sup>4</sup>

#### CENTENARY COMMENCEMENT

Dr. Robert C. Clothier, president of Rutgers University, New Brunswick, was commencement speaker at Centenary Collegiate Institute, Hackettstown, New Jersey, at the fifty-eighth graduation held since the school was founded in 1867. Centenary Collegiate Institute was coeducational until 1910 when it became a preparatory school for girls. The junior college was established in 1929.

<sup>3</sup> Constitution, Article XII, Sec. 2.

<sup>4</sup> *McHenry vs. Ouachita Parish School Board*, 169 Louisiana 646 (1930).

#### OPPOSES TUITION CHARGES

Bills are now before the California legislature to charge tuition equal to the cost of instruction in all adult classes except those in Americanization, to require high tuition fees in all junior colleges, and to increase present registration fees in state teachers colleges and in the state university.

The introduction of such a fee system would be a direct violation of democracy of educational opportunity. Education above the high school would be restricted to the few who had private means sufficient to enable them to pay the costs themselves. The requirement of fees as a condition to the right to an education is a flat denial of the principle that the state will assure equality of educational opportunity. The fee system is a creature of special privilege opposed to the best interests of the democratic ideals of freedom and equality. The people of this state must decide whether or not wealth and social position are to take the place of ability and potential social value as the basis for determining whether or not a boy or girl will be eligible to an education beyond the high school. — California State Department of Education Bulletin, March 1, 1933. (Note: The bill mentioned to charge junior college tuition fees was not passed.)

#### BECOMES FOUR-YEAR COLLEGE

Following a policy adopted some years ago, the Nashville Agricultural and Normal Institute is now definitely organized on the senior college basis. This institution operated for a number of years as a junior college.

## Across the Secretary's Desk

### DIRECTORY CORRECTIONS

1. Gunston Hall, Washington, D.C., is not accredited for junior college work by the Middle States Association as is indicated in the Directory. Its high-school department is fully accredited by the Association.
2. Boise Junior College, Boise, Idaho, is coeducational instead of for women only as shown in the Directory.
3. Norman Junior College, Norman Park, Georgia. Paul Carroll is now president.
4. A. M. Chesbrough Seminary, North Chili, New York, is the proper name, instead of "A. & M. Chesbrough."
5. Mason Collegiate School, Tarrytown, New York. Miss C. E. Mason is the head.
6. Rogers Hall, Lowell, Massachusetts, offers postgraduate courses but does not wish to be classed as a junior college.
7. Warren Memorial College, Eastland, Texas, should be added to the Directory. This institution is coeducational; supported by the Church of God; enrolled 42 students; has a faculty of 6; and is presided over by President J. T. Wilson.
8. Florida Normal and Collegiate Institute, St. Augustine, Florida, should be added. N. W. Collier is president.
9. Pan-American Junior College, Miami, Florida, should be added. James B. Fonell is vice-president.
10. Mercer Junior College for Men, 10 Bayard Lane, Princeton, New Jersey, Edward A. Stevens, President.

11. Armstrong Junior College, Alderson, West Virginia, I. B. Bush, President.
12. Kanawha Junior College, Charleston, West Virginia, L. S. McDaniel, President.
13. Catholic Junior College, Grand Rapids, Michigan, Burton Confrey, President.

DOAK S. CAMPBELL

### GOLDEN GATE OPENS

Golden Gate Junior College, operated under the auspices of the Y.M.C.A., opened in San Francisco in August. The dean of the new institution is Claude A. Shull, who during the summer was completing his work for the Doctorate at Stanford University. Mr. Shull for five years was head of the History Department and Dean of Men in Lancaster Junior College, Massachusetts. There is an initial faculty of seventeen. The following curricula are offered this year: liberal arts, pre-commerce, general business, accounting, insurance, banking, and pre-legal.

### NEW PRESIDENT FOR COTTEY

Dr. Florence E. Boehmer, dean of women at the State Teachers College in Harrisonburg, Virginia, has been elected president of Cottey College, to succeed Dr. Mary Rose Prosser, who recently resigned. Dr. Boehmer, a native Missourian, was graduated from Drury College in Springfield and has her Doctor's degree from Columbia University.

## The Junior College World

### CANAL ZONE JUNIOR COLLEGE

September 19 marked the opening of the Canal Zone Junior College, at Balboa Heights, Canal Zone. This is a public junior college, under the auspices of the Panama Canal Administration. Howard G. Spalding is the principal. The announcement of courses states that it is "undoubtedly the most important educational event for the people of the Canal Zone since 1907, when the first high school was established at Gatun." Five curricula are offered: engineering college, liberal arts college, engineering terminal, liberal arts terminal, and commercial terminal. Government funds were available to equip the junior college, but under government regulations these funds cannot be used for current expenses. Interested parents and employees of the government, however, urged the Canal officials to provide the physical plant for the junior college with the understanding that tuition would be charged to pay for the cost of instruction until such time as Congress may act to provide assistance. Tuition charges for the first year will be \$180 per year for children of government employees stationed on the isthmus, \$200 for children of American citizens who are not employees of the government, and \$225 per year for all others. The announcement says:

At the present time Canal Zone students do not have the same opportunity for higher education as do stu-

dents in the United States or in other American dependencies. Every other American dependency of the size of the Canal Zone has an institution of higher learning. The absence of such an institution in the Canal Zone works a hardship on many well-qualified students who, because of the isolated geographical location of the Canal Zone, are unable to continue their education beyond the high school.

### CRANE DISCONTINUED

In a secret session on July 12 the Chicago Board of Education settled the final details of an economy program by which it is proposed to save \$5,000,000. This action was taken by President James B. McCahey and the members of the board to make possible the resumption of regular salary payments to the school teachers. The major reductions, as recounted by the *Chicago Daily Tribune*, include a decision to discontinue Crane Junior College and to use the building for high-school purposes. Crane has existed as a junior college for twenty-two years, being one of the oldest of the public junior colleges in the country, and last year enrolled over four thousand students, being the next to the largest in the United States. The unique work done by Crane for these thousands of young people, most of whom otherwise would have been unable to attend other institutions, was well set forth by Dean J. L. Hancock in an article in the *Junior College Journal* last April and by Catherine Himes in the March number. This star chamber decision of the Board



is most unfortunate and certainly reflects very little of the spirit of a "Century of Progress" which is supposed to be particularly characteristic of Chicago this year. Progress backward of this type is the poorest sort of short-sighted economy, nor is it in the spirit of American institutions to take such drastic actions in secret sessions.

### HOLDENVILLE PLANS

A mass meeting of the citizens of Holdenville, Oklahoma, has endorsed the proposal of the board of education to establish a junior college this year, and a committee of twenty-five has been chosen to canvass for students and arrange for underwriting the project as soon as sufficient names are secured.

### NEW PRESIDENT AT BEULAH

Mr. H. G. Brubaker, teacher of Bible and Speech, 1928-1932, and business manager 1929-1932, has been elected president of Beulah College, California.

### DENVER CHANGES HEADS

Platt R. Lawton has succeeded Norman A. Sandberg as head of the Denver Junior College, operated by the Y.M.C.A., at Denver, Colorado.

### ENGINEERING COLLEGE OPENS

W. E. Gibson, president of the Polytechnic College of Engineering, Oakland, California, has announced the addition of a junior college which opened in August. "The junior college is being established to meet the wide demand for an institution in which engineering students may avail themselves of the academic and cultural subjects not at present available in strictly en-

gineering schools," said Professor Gibson. "The junior college will not replace the School of Engineering but will broaden its scope. It will be accredited to the University of California and will be complete in every detail."

### NEW WESTBROOK HEAD

Dr. Milton D. Proctor, instructor in the Department of Education of New York University, has been elected president of Westbrook Seminary and Junior College for Girls at Portland, Maine. Dr. Proctor was formerly superintendent of schools at White Plains, New York, and Uniontown, Pennsylvania.

### MORAN REORGANIZATION

A change in the organization of Moran Junior College, in western Washington, was announced at a meeting of the Board of Trustees held in June. Under the new plan Frank G. Moran, founder and for nineteen years associated with the boys' school on Bainbridge Island, resumes control of the institution which he relinquished a year ago. James W. Clise, Jr., gave up his position as chairman of the Board. President Moran announced that plans for the reorganization were not yet completed, but he anticipates that most of the present members of the Board of Trustees will retain their places with the new group.

### RIVERSIDE SUMMER SCHOOL

Riverside Junior College summer session for 1933 drew together not only members of the college faculty, but instructors from other colleges of the southland. In answer to popular demand, the session was conducted at the college this year

from June 26 to August 4. Riverside Junior College is one of the few junior colleges in the West to provide a summer session.

#### NEW HEAD AT REEDLEY

Dr. J. B. McLaughlin has been elected principal of Reedley Junior College, California, to succeed J. T. McRuer, who resigned at the close of last year. Dr. McLaughlin, after many years of administrative experience in Oregon, secured his Doctor's degree at Stanford University in 1930.

#### TEXAS LUTHERAN GRADUATES

The largest graduating class in the history of Texas Lutheran College, forty-four in number, received their diplomas at the commencement exercises in June.

#### SANTA MONICA GRADUATION

June 15 marked the graduation of the largest class in the history of Santa Monica (California) Junior College, when 145 young men and women received their diplomas. Of these, 83 plan to go on to other institutions of higher education. Five new buildings of the bungalow type have been added to the college campus during the past year. In the new structures are housed a library-study hall, auditorium, commercial department, art and music department, and a Men's Field House. A total of 786 students were enrolled during the spring semester.

#### CHEVY CHASE COMMENCEMENT

Hon. Charles Warren, formerly Assistant Attorney of the United States and author of the Pulitzer prize book on the Supreme Court, delivered the commencement ad-

dress at the annual commencement of the Chevy Chase Junior College, Washington, D.C., on June 12, 1933.

Dean Mary T. Scudder presided at the exercises and presented diplomas to fifteen graduates of the junior college and eight graduates of the senior high school.

The Provost of Chevy Chase Junior College, Dean Henry Grattan Doyle of George Washington University, announced the appointment of Miss Louise Lincoln Newell as Dean Emeritus of Chevy Chase. The official citation was as follows:

Miss Louise Lincoln Newell has served the Chevy Chase School as teacher of Latin and of the History of Art, with the exception of a period of four years at Sweet Briar College, since 1912. For eleven years she was dean of the School. Her loyal and intelligent service as teacher and administrator has contributed much to the development of Chevy Chase and has gained for her the esteem and affection of her pupils and of her fellow workers on the staff. In recognition of her faithful and devoted service, and in the hope that the School may continue to benefit by her interest and counsel, it is my privilege to announce Miss Newell's appointment, effective as of 1930, the year in which she retired from the deanship, as Dean Emeritus of the Chevy Chase Junior College.

#### ELMIRA JUNIOR COLLEGE

Arrangements have been made for a junior college for boys in connection with Elmira College, Elmira, New York, according to Professor John C. Pomeroy, head of the Science Department. Although the entrance requirements will be the same as at any other chartered college, the fees will be

lower, according to the plan. It is intended primarily for young men who, because of financial conditions, are unable to go away to school.

#### REORGANIZATION EFFECTED

Oklahoma Presbyterian College, which last spring announced discontinuance of its junior college work, now has made a reorganization which makes it possible to continue, with a substantial reduction of rates to college students. A strong faculty has been secured, and Dr. E. Hotchkin will remain as president. This junior college for young women has filled a distinctive place in state education and will continue to function on its approved plan. In addition to the girls' college work, the Indian education under contract with the government will be carried on.

#### PHI THETA KAPPA

Phi Theta Kappa, national honorary scholastic fraternity for junior colleges, has granted a charter for the establishment of the Beta Omega Chapter at the Independence Junior College, Independence, Kansas. This is a public junior college established in 1925. It is the first junior college in Kansas to secure a charter of the national organization.

#### CRESCENT HAS NEW HEAD

President W. E. Halbrook succeeds R. H. Holliday as president of Crescent College, at Eureka Springs, Arkansas.

#### NEW COLLEGE AT POTEAU

September marked the opening of a new public junior college at Poteau, Oklahoma, where C. C.

Beiard is Superintendent of Schools. "The local interest in the project," says Mr. Beiard, "indicates that the college is destined to become a leading institution of its type in this section of Oklahoma. The first year of college work is being offered this year, and the second year is to be offered in September 1934. The courses offered this year are: English, French, college algebra, chemistry, history, and home economics. The work will be fully accredited with the University of Oklahoma and other colleges of Oklahoma. There are six members of the teaching staff, all holding the Master's degree or better, and all members having had college experience as teachers."

#### NEW HEAD AT GILA

President E. Edgar Fuller succeeds President Harvey L. Taylor, who has been head of Gila Junior College, Thatcher, Arizona, for the past six years.

#### COLLEGE IN TENTS

With its main buildings in ruins and total damage to its plant estimated at more than \$300,000, Compton Junior College reopened the first week in April after being closed since the earthquake of March 10. The preparations included the building of numerous small tent-like buildings, which were used as classrooms, together with three buildings of the original plant which could be repaired and made ready for occupancy. The administration and mechanical arts buildings, two gymnasiums, and several smaller buildings were so badly damaged as to be unfit for further use.

## JUNIOR COLLEGE AUTHOR

Byron R. Bentley, instructor in law in Los Angeles Junior College, is the author of a textbook, *Business Law of Real Property*, which has just been published by Callaghan and Company of Chicago in their National Case Book Series. It is designed to present the major principles of the law of real estate and property management as these principles have been developed and enunciated by the courts. It includes a large number of carefully chosen cases, the material having first been carefully tried out in the author's classes at Los Angeles.

## CHANGES IN GEORGIA

In the recent reorganization of higher education in Georgia, the Georgia Industrial College at Barnesville was closed. Two four-year colleges were converted into junior colleges: North Georgia Junior College at Dahlonega, F. G. Branch, president; and South Georgia Junior Agricultural College at Tifton. One new junior college was organized, namely, West Georgia Junior College at Carrollton, I. S. Ingram, president.

## CALIFORNIA APPROPRIATION

The California legislature made a special appropriation of \$750,000 for the biennium, one-half to be used each year, toward the required state support of district junior colleges in the state. This was in addition to the \$1,297,058 provided in the general budget bill, thus making a total of a little over two million dollars available for the next two years as the state's contribution toward the total expense of junior colleges.

## DR. ZOOK'S APPOINTMENT

Junior college educators will receive with unusual interest the announcement that Dr. George F. Zook, president of the University of Akron, has been appointed to succeed Dr. William J. Cooper as United States Commissioner of Education. It was Dr. Zook, when specialist in higher education in the old Bureau of Education from 1920 to 1925, who was chiefly instrumental in calling the first conference of junior college executives in the country, which resulted in the organization of the American Association of Junior Colleges. He himself has written and spoken frequently concerning junior colleges. The "Junior College Bibliography" credits him with no less than 30 titles up to 1930. He directed the survey of Massachusetts which recommended a system of public junior colleges for the state, and was a member of the recent Carnegie Survey Commission which studied the junior college situation and other higher educational conditions in California.

At the junior college conference, held in St. Louis in the summer of 1920, there were thirty-four representatives from thirteen states. Dr. Zook directed the meeting. In his opening statement, he said:

It is a matter of common knowledge that during the last twenty years there have been formed a large number of national educational associations, and even a larger number of sectional and state educational associations, at which questions affecting the future welfare of our system of education have been freely discussed. Among the questions which have received no little consideration in recent years is that of the function and the future of

the junior colleges. The junior colleges have been commanding this attention because they have been growing tremendously. Up to this time, however, there has been no gathering of representatives from the junior colleges themselves at which the place and function of the junior colleges in our system of education has been discussed. Indeed, the junior colleges are practically the only large body of people concerned with a definite type of education which so far have not held any national conferences. It, therefore, occurred to the Commissioner of Education and to me that it would be highly desirable for the Bureau of Education to call a meeting of representatives from the junior colleges of the country for a full and frank discussion of their mutual interests and problems. This, in brief, is the occasion for this conference.

#### SNOW HAS NEW PRESIDENT

Dr. T. Owen Horsfall, an instructor in mathematics at Cornell University, has been named president of Snow College, at Ephraim, Utah. The state of Utah took over the college this year from the Church of Latter Day Saints, and Dr. Horsfall will be the first president under the new régime.

#### SAN BERNARDINO CHANGES

Dr. Nicholas Ricciardi, for many years chief of the Division of Secondary Schools of the California State Department of Education, entered this fall upon his new duties as president of the San Bernardino Valley Union Junior College, San Bernardino, California. Dr. Ricciardi has been a member of the Executive Committee of the American Association of Junior Colleges and has taken a prominent part in its meetings. Since the thirty-seven public junior colleges in California

have been under the supervision of Dr. Ricciardi's division, he is unusually well qualified for his new position. He takes the place of J. B. Griffing, who resigned during the summer.

#### EARTHQUAKE ADJUSTMENTS

Three weeks of vacation was declared by the Board of Education of Long Beach following the earthquake of March 10, 1933. The buildings that housed the Long Beach Junior College were not destroyed, but all of them were rather severely shaken, and in some cases they were seriously damaged.

During the three weeks of vacation, very little was accomplished other than the assurance that the major part of the disaster had passed and that it was necessary to rebuild and rearrange the college as soon as possible. Superintendent Upjohn recommended the establishment of tent houses for the science and commercial classes and the use of the Municipal Park, which happened to be located just across the street from the college plant, for other classes. The Board of Education approved this recommendation; the tent houses were built and equipped for the science classes. Large sets of bleachers were conveniently arranged throughout the park for other classes. A bandstand, located near the center of the park, was used for assemblies, and under these conditions classes were conducted until June 30.

The class periods were reduced from 55 to 40 minutes. There was a loss in attendance of approximately 300 students, but so far as could be determined the educational accomplishment in general was not seriously handicapped.



The Registrar, S. L. Brintle, writes: "We are willing to admit that southern California does have some wonderful assets in the way of climatic conditions, etc., but our preference is to have our class recitations in rooms that have been prepared for them and our hope is that old Mother Earth will be less violent with her activities program."

#### KANAWHA COLLEGE PROGRESS

The first annual report of the president to the Board of Trustees of Kanawha Junior College, at Charleston, West Virginia, reports a very successful year for the new institution and increasing community sentiment back of it. The enrollment the first year was 122 with a tuition charge of \$120. For the current year the city Board of Education and the Library Commission have renewed the lease of the college, at a nominal rental, for quarters in the library building at the same time extending the space available for college use.

#### WYOMING JUNIOR COLLEGE

A new junior college is being organized at Casper, Wyoming. Mr. Leo A. Hanna is dean. The school will be operated on a tuition basis. The organization of a junior college in Wyoming leaves Nevada as the only state in the Union without such an institution.

#### FIFTY-FOUR PER CENT!

The faith which the people of California have in the junior college is best expressed by the fact that more than half—more than 54 per cent—of all the graduates of

the California public high schools who go to higher institutions of learning are now enrolling in junior colleges. The distribution of these graduates in 1931 was the following: nearly 12 per cent entered private institutions of higher learning; about 12 per cent entered the teachers' colleges; nearly 20 per cent entered the state university; and more than 50 per cent enrolled in junior colleges. These facts show quite conclusively that the junior colleges in California are serving the needs of more than one-half of the graduates of the public high schools.—NICHOLAS RICCIARDI, State Department of Education, in radio address, June 17, 1933.

#### FIRST CLAIM ON RESOURCES

In an address before the Commonwealth Club of San Francisco, President George F. Zook of the University of Akron, in commenting on the Carnegie report on higher education in California, said:

The Commission is convinced that the junior college system is so significant in the future life of the state that the proper organization and extension of it is one of the first claims on the financial resources of the state and local communities. So long as junior college education is considered as the capstone of the local secondary school system it seems entirely proper that all the local units and not simply a part of them should share in the expense through local taxation. On the other hand, should the time ever come when the expense of all elementary and secondary education is shifted more largely from local taxes to the state, it would be eminently fitting to shift the expense of junior college education more largely to the state than is true at the present time.

## Reports and Discussion

### PHI RHO PI CONVENTION

The fifth national convention of Phi Rho Pi, the national junior college forensic fraternity, was held at Duluth Junior College, April 6-8.

The attendance was the largest in the history of Phi Rho Pi. For the first time, too, attendance was really national. Thirteen schools, representing the extreme sections of the country from California to Virginia and from Oklahoma to Minnesota, sent around one hundred delegates. Twenty teams were entered in the debate tournament, sixteen speakers in the extempore contest, and thirteen in the oratory contest.

The colleges and their entries are listed below: Glendale, California, 2 debate teams; Long Beach, California, 1 debate team, 1 entry in oratory, and 2 entries in extempore speech; Los Angeles, 1 debate team and 1 entry each in oratory and extempore speech; Miami, Oklahoma, 1 debate team and 1 entry in extempore speech; Moberly, Missouri, 1 debate team and 2 entries in extempore speech; Independence, Kansas, 1 debate team, 1 entry in oratory, and 2 in extempore speech; Bristol, Virginia, 1 debate team and 1 entry in oratory; Duluth, Minnesota, 5 debate teams and 2 entries each in oratory and extempore speech; Coleraine, Minnesota, 4 debate teams, 1 entry in oratory, and 2 in extempore speech; Virginia, Minnesota, 1 debate team, 1 entry in oratory, and 2 in extempore speech; Hibbing, Minnesota, 1 debate team and 2 entries in oratory; Eveleth, Minnesota, 3 entries in oratory and 2 in extempore speech; St. Paul-Luther, Minnesota, 1 debate team.

The oratory contest was held first. There were thirteen entries from nine colleges. The competition was close

and the quality of work exhibited of a high order. Howard Allen Patrick of Long Beach, California, was awarded the decision that made him the National Champion in Oratory. The theme of his oration was "The Challenge of Chaos." George Bangs of Duluth won second place, speaking on the subject, "The Temple to Mars."

Sixteen contestants made the extemporaneous speech contest one of the liveliest events of the convention. The judges' ballots revealed the extreme closeness of the decisions. Claude Simmons from Miami, Oklahoma, was placed first, Howard Allen Patrick of Long Beach, California, second, and George Bangs of Duluth, third.

Twenty teams from twelve junior colleges entered the debate tournament. The query used was the official Pi Kappa Delta-Phi Rho Pi one—"Cancellation of the Inter-Allied War Debts." The debating began Friday morning and it took until late Saturday afternoon to determine the winning team. In the finals, Los Angeles, represented by Serril Gerber and Homer Bell, won a two-to-one decision over the Duluth team.

National officers were elected as follows: president, Roy C. Brown, Virginia Intermont College, Bristol, Virginia; first vice-president, Maude E. Ramm, Duluth Junior College, Duluth, Minnesota; second vice-president, Wiley K. Peterson, Kern County Junior College, Bakersfield, California; secretary-treasurer, Mrs. C. E. Mariner, 1109 Euclid Avenue, Oklahoma City, Oklahoma; student representative, Claude Simmons, Jr., Northeastern Oklahoma Junior College, Miami, Oklahoma.

The next annual meeting will be held with Northeastern Oklahoma Junior College, Miami, Oklahoma.

**SIGMA IOTA CHI CONVENTION**

Sigma Iota Chi, national junior college sorority, announces her Thirtieth Birthday Convention, June 28 through July 1. The conclave was held at the Stevens Hotel in Chicago. One hundred and seventy-five delegates who were active members and alumnae from all over the United States were in attendance. The first award in scholarship went to Beta Iota Chapter located at Tennessee Wesleyan College, Athens, Tennessee. The second place for scholarship was given to Beta Gamma Chapter at Cumnock College in Los Angeles, California. The awards for the best national projects were given to Eta Chapter at Stephens College, Columbia, Missouri, and Mu Chapter at Blackstone College, Blackstone, Virginia. The loving cup for the best chapter went to Eta Chapter at Stephens College, Columbia, Missouri.

Among the policies discussed and acted upon were: making scholarship a greater part of the sorority interest, working out projects that will make each chapter a direct asset to its college home, expansion of philanthropic work, and offering a scholarship loan to Tennessee Wesleyan College. New plans were outlined to increase the knowledge of the young college girl in ethics, in good taste, in more respect for the spiritual, and in giving her a code of standards for the development of womanhood.

The 1935 convention is to be held in New Orleans.

MRS. ETHLYN W. HOPKINS

*National President*

ST. LOUIS, MISSOURI

**SOUTHERN CALIFORNIA**

With approximately five hundred junior college educators in attendance, University of California at Los Angeles played host to the Southern California Junior College Association at their an-

nual spring conference, Saturday, May 6.

President John W. Harbeson, of Pasadena, presided; Dr. Ernest C. Moore, vice-president and provost, U.C.L.A., gave the address of welcome; and Dr. Earle R. Hedrick, professor of mathematics at the Westwood institution, delivered the address of the day, using the topic, "Science-Teaching as Service."

**DR. HEDRICK'S ADDRESS**

Discussing certain matters deserving of mention at this critical period of educational history, Dr. Hedrick voiced his approval of "maintenance of education of all ranks for all the people"; decried the "ruthless forces seeking false economies," the skepticism and mistrust which today are rampant; yet expressed himself as "opposed to public propaganda for the preservation of education."

"How shall science and research retain confidence and support?" he asked, then suggested this be accomplished by self-examination, honest reform of all abuses, frankness and honesty (even when it seems not good propaganda), and "strict elimination of all details that do not survive the most rigid tests for public usefulness and service to the community."

He bewailed the fact that some instructors have not presented their subject in such a way as to sell its vitality to the community; and hinted that this failure (in the realm of science, at least) has been due to three things: snobbishness in science which disdains the applied fields; poor preparation on the part of some teachers who know little and care less about public service value; and failure on the part of the instructor to call attention to the art of applying knowledge of the subject.

"Not only educational systems but the entire civilization about us is in the gravest danger," asserted Dr. Hedrick. "Such an authority as Professor

R. G. Tugwell of Columbia University, . . . close adviser to President Roosevelt, says in his book that has just appeared: 'We possess every material needed to fashion a Utopia, but if we fail to do it, we are surely committed to revolution.' We stand on the brink of such undreamt changes. Shall our schools survive them? Be it in the shaping of a Utopia through what Tugwell calls 'giving our techniques more liberty,' or be it through the terrible throes of violent revolution, we shall see sweeping change, and soon. To doubt this is to be asleep. I call on you to exert every ounce of your energy toward convincing the public—a public impatient of mere propaganda—that schools, that science, must survive and flourish, that there is no Utopia that envisions a school-less world!"

#### ROUND TABLE DISCUSSIONS

Round tables which featured the period preceding the luncheon and business session reported their highlights as follows:

*Music.*—Following a demonstration of wood wind and brass ensembles by Los Angeles Junior College students, the group voted to compile an active directory of all junior college music instructors in the Association, then elected as new officers: Leroy W. Allen of Los Angeles, chairman; Miss Lundquist of Compton, vice-chairman; and Miss Edith Hitchcock of Long Beach, secretary.

*Language.*—Mrs. Maria Lopez de Lowther outlined junior college courses in Spanish; Mrs. Esther Conrad of Compton and Miss Jessie Rau of Long Beach spoke of the outdoor teaching conditions in those regions due to the earthquake; and Miss Kathleen Loly of Pasadena was elected chairman for 1933-34.

*Library.*—John E. Goodwin of the University of California at Los Angeles library spoke on "Recreational Reading and the Student"; Coit Co-

lidge, assistant librarian at Chaffee, brought a brief résumé of a questionnaire study on student reading interests; and Miss Adeline Cooke of Santa Monica was chosen to serve as group leader for the ensuing year.

*English.*—Introducing from his department at University of California at Los Angeles, Dr. M. S. Carhart, who spoke on "English A," and Dr. S. B. Hustvedt, who discussed "Prerequisites for Success in Higher Division English," Dr. F. T. Blanchard gave an inspirational address, "Building a Bridge to Dreamland—to Literature." New chairman for the year is Otto D. Richardson of Los Angeles Junior College.

*Journalism.*—Robert E. Harris of Los Angeles presented material based on a group study of "Values of Journalism." Plans were discussed for a survey showing opportunities in journalism and the number of students engaged in any journalistic capacity in their respective communities. Presentation of this survey and discussion of advertising and other publication problems were decided upon for their session at the July 7 Junior College Conference at University of California at Los Angeles. Officers were re-elected as follows: Robert E. Harris of Los Angeles, president; Miss Hazel G. Long of Pasadena, secretary-treasurer.

*Business Education.*—Speakers included: R. W. Grodon, talking on "Interviews with Accounting Instructors," and Professor D. F. Pegrum of University of California at Los Angeles, on "Inflation." William F. Crites of Los Angeles Junior College is the new chairman.

*Home Economics.*—Miss Mabel Osburn of Pasadena was chosen president for 1933-34, and Mrs. Vega Roberts of Compton as secretary. "The Home as a Great Influence to Socialization" was discussed by Dr. Constantine Panunzio of University of California at Los Angeles.

*Physical Science.*—Dr. Hiram Ed-

wards, head of the Physics Department on the Westwood campus, stressed more effective use of apparatus in lecture-demonstration work. Mr. Griffing and Park Terril, both of Glendale, were made chairman and secretary, respectively.

*Art.*—"Design" was the keynote of all five talks by George J. Cox of University of California at Los Angeles; Miss Helen M. Ryan of Compton; Glen Lukens of Fullerton; Harry Koblík of Los Angeles; and Miss Mary O. Sullivan of Pasadena. The new chairman is Lois W. Morgan.

*Men's Physical Education.*—Because of small attendance (due to track season) the president was empowered to appoint the new chairman after the meeting. Dr. Cozens of University of California at Los Angeles spoke on "Modern Gymnasia."

*Women's Physical Education.*—Mrs. Page of Los Angeles was chosen president and Miss Llewellyn, of Long Beach, secretary-treasurer of this organization for the ensuing year. Miss Ruth Atkinson of University of California at Los Angeles and her associates of the physical education staff led a discussion relating to co-ordination and integration of junior college courses with university courses for physical education majors. An outline of the university major courses and requirements was given and tests required of entering major students discussed.

Round tables were also held in social science, administration, biological and physical sciences, and mathematics and engineering.

#### NEW OFFICERS

New officers for the Southern California Junior College Association for 1933-34 were elected as follows: president, John B. Griffing of San Bernardino; secretary-treasurer, Miss Frances C. Fullenwider of Riverside. Invitations to hold the fall session at Pomona or at University of Southern

California were received and will be acted upon early in the fall.

HAZEL G. LONG

PASADENA JUNIOR COLLEGE

#### GUIDANCE CONFERENCE

Attendance of guidance and personnel officers from most of the Western states characterized the ten-day sessions of the conference on guidance and personnel which was held at Stanford University, July 5-15. In addition to general sessions each evening, there were section meetings in the afternoons, two for high-school counsellors, and one for those especially interested in problems of guidance at the college level. In the college section were found representatives from junior colleges, teachers colleges, and four-year colleges and universities.

While all nine sessions of the college section, under the joint chairmanship of Dr. Walter C. Eells and Dr. C. Gilbert Wrenn of Stanford University, dealt with many problems of significance to junior colleges, one session was devoted specifically to "The Guidance Program of a Junior College and Its Special Orientation Function," with presentation of related topics by Superintendent E. W. Montgomery, Phoenix (Arizona) Junior College, and Dr. David Segel, of the United States Office of Education.

Some of the general topics considered in the college section included "Personnel Problems in College and University," "Organization of a College Guidance Program," "The Interview and Mental Hygiene," "Relationship of Educational and Vocational Guidance," "Evaluation of the Student Personnel Program," "Use of Tests in Guidance," "Sources of Vocational Information," and "Training and Qualifications of the Personnel Officer."

Among those who participated in the program were H. M. Bell, Chico State College; J. C. DeVoss, San Jose Junior College; S. L. Brintle, Long



Beach Junior College; Miss M. E. Bennett, Pasadena Junior College; F. E. Aden, University of Colorado; A. M. Turrell, Pasadena Junior College; Harry E. Tyler, Sacramento Junior College; Lowry Howard, Menlo Junior College; Howard Pattee, Pomona College; and K. M. Cowdery, C. E. Shepard, J. P. Mitchell, and E. K. Strong of Stanford University.

## FAILURES AT WEATHERFORD

Sometimes the student who makes the best grades in school is so intent upon his studies that he does not give real consideration to matters outside his books. Not so at Weatherford College.

Pi Chapter of Phi Theta Kappa, the national junior college honor society, was organized in Weatherford College in the spring of 1929. While the rules of the national organization require that a student must rank scholastically in the upper tenth of the student body, the Weatherford College chapter places much emphasis also upon character and citizenship and her members have diligently sought light as to how they might serve best.

From his reading and thinking L. H. Farmer, vice-president of the local group, proposed that Pi Chapter undertake tutoring those students of Weatherford College whose grades indicated that they needed help and whose attitude was that of deserving help. He was given the responsibility of putting his plans into action.

A roll of conditioned and failing students was secured from the Registrar's office. These were assembled and asked whether or not they really wanted help. Those students responding were assigned to definite make-up classes in the subjects wherein the students were deficient. Not more than four deficiency students were allowed to each class under the guidance of a Phi Theta Kappa member. Soon the requests for help came in such number that Phi Theta Kappa could not handle

all applicants. Brains again came to the rescue and other members of the student body who were doing excellent work in particular subjects, although whose grades in general were not sufficient to make them eligible for Phi Theta Kappa, were enlisted to teach deficiency subjects.

The classes meet an hour or more and are in addition to the regular schedule of the student. They meet in the administration building at regular times. The object is not to prepare for the weak students but to locate the reason for the student's weakness and to help him cure it.

The movement was begun in the fall semester last year and though yet an experiment has already proved a real help and seems to be particularly adaptable to English grammar, chemistry, mathematics, and drill subjects in general.

R. G. BOGER, *President*  
WEATHERFORD, TEXAS

## CONFERENCE ON INSTRUCTION

At the meeting of the National Association of Junior Colleges, which was held at Kansas City, February 24-25, it was decided by a group of representatives from five states, Kansas, Missouri, Arkansas, Texas, and Oklahoma, to try to have a regional conference which would be designed especially to improve junior college instruction.

A conference plan was submitted to the 96 junior colleges of the five states. The essential factors of this plan are as follows:

1. Each person attending the conference will be expected to do two things: (1) pay a registration fee of one dollar; (2) contribute a paper of 1,500 to 2,500 words dealing with some phase of the work in the field in which he is working. These papers are to be used as the basis for round-table discussions in the Field Conference Groups.

2. The work of the junior college

will be divided into seven functional fields: (1) the administrative fields, especially for presidents and deans; (2) the field of fine arts, literature, and philosophy; (3) the field of science and mathematics; (4) the field of social sciences; (5) the language enterprises; (6) the field of hygiene and health—athletics, etc.; (7) the occupational enterprises.

Replies have been received from 34 of the 96 junior colleges involved. Seventy-five per cent favored the conference. Because of the interest shown it is our plan to attempt a conference sometime near the first of November 1933.

F. L. TIBBITTS

*Dean of Okmulgee Junior College and  
Secretary of Oklahoma Association  
of Junior Colleges*

#### WE LIKE SUCH LETTERS!

May 13, 1933

*Dr. W. C. Eells  
Stanford University  
California*

DEAR DR. EELLS:

I have just received a letter from Mr. G. F. Winfield of Whitworth College saying that Phi Theta Kappa has agreed to set aside \$200 to pay for the *Journal* to be sent to each chapter. It strikes me that this is a splendid contribution to the support of the *Journal*.

Perhaps you would like to include some notice about it in the *Journal*.

Very sincerely yours,

A. M. HITCH

*President, American Association  
of Junior Colleges*

#### LIBRARY ROUND TABLE

The annual meeting of the Junior College Round Table of the American Library Association will be held at the Stevens Hotel, Chicago, October 17 and 18. The tentative program, as arranged by Miss Dorothy Schumacher,

librarian of Crane Junior College, includes the following: "Magazines in the Junior College Library," Pauline L. Dillman, Joliet Junior College; "Instruction in the Use of Books," B. Lamar Johnson, Stephens Junior College; "Junior College Library Standards," William M. Randall, University of Chicago; "Recent Books for Junior College Libraries," Charlotte Zepf, Chicago Public Library; and "The College Library and the New Experimental College at the University of Chicago," M. Llewellyn Raney, Director of Libraries, University of Chicago.

#### SAVING IN NURSE TRAINING

At the recent meeting of the Association of Colleges and Universities of the Pacific Southwest, Dr. Ray Lyman Wilbur, president of Stanford University, speaking of the current school economy controversy, stated that "there are some ways in which large savings have been effected by taxpayers through using the schools. For example, Los Angeles County saved \$150,000 by letting the junior colleges train nurses instead of training them in the public hospitals."

#### EXPENSES REDUCED IN TEXAS

High-school graduates throughout the state of Texas will be interested to learn that Texas Lutheran College has reduced student expenses for the 1933-1934 session by more than \$100. Board, room, tuition, and fees which hitherto amounted to about \$360 will total only \$248 to \$258 per year. By this reduction a junior college education has been made possible to many high-school graduates who otherwise would find college expenses prohibitive.

## Judging the New Books

GEORGE CARPENTER CLANCY, *Understanding and Writing*. Harcourt, Brace and Company, New York. 1933. 503 pages.

The aims of *Understanding and Writing*, as set forth by the author in the Preface, are that "it seeks first to give to the freshman English student an approach to an intellectual perspective of life." This Mr. Clancy hopes to achieve by "an attempt to suggest the depth and range of man's development through the long centuries, his emotions, his ideas, as he has grappled with the mysteries surrounding his existence." This, "the thought material of the book," is the foundation upon which the second aim is built, that is, "the training of the student to understand the English language as it is written by people of superior mentality, and the cultivation within him of the power of clear and discriminating expression."

The author evolves a unique and interesting plan for his book. He has divided it into eight phases of the development of man's intellect and culture, which he entitles, "The Emerging Intelligence," "The Zest of Life," "The Reality of the Unseen," "Unshackling the Human Mind," "Beauty and Materialism," "The Note of Futility," "The Will to Do," and "Where Lies the Road?" The titles suggest in themselves the general nature and trend of the book.

Under each movement Mr. Clancy has grouped men of letters (from four to seven in each group) and

selections from their works which best portray that trend. Preceding each work, Mr. Clancy has commented upon the author, his style and his philosophy, and has related that philosophy to the development which it illustrates.

The first chapter, "The Emerging of Intelligence," opens with Gerald Heard's "The Emergence of the Half-Men"; H. G. Wells's "Early Thought"; J. B. Bury's "Freeing Men's Minds"; and Plato's "The Apology of Socrates" and "The Death of Socrates."

The book concludes with G. S. Count's "To Surpass America"; Stuart Chase's "Declaration of Independence"; and James Norman Hall's poem, "A Starry Night at Arue."

At the end of each of the eight phases there appear "Suggestions for Study and Writing" (usually about sixteen). These include excellent questions which demand from students considerable thought and knowledge. Following the suggestions and concluding the section is a "Vocabulary List" of about ninety-five difficult words whose meaning and spelling students can master.

The reviewer recommends *Understanding and Writing* as a most valuable and interesting aid to the teacher of the English language and literature in the high school, junior college, senior college, or university.

VIRGINIA ROTHWELL  
STANFORD UNIVERSITY

## Bibliography on Junior Colleges\*

2414. SEYFRIED, J. E., *Youth and His College Career*, University of New Mexico Press, Albuquerque, New Mexico, 1933, 251 pages.
- A book designed for use in the college orientation program as well as a guide to be placed in the hands of prospective and beginning college students. Comprehensive in scope, containing three main sections, one dealing with the problems faced before the selection of a college is made, another with those questions which arise in the process of adjustment to college life, and finally the way in which a college education can bring the surest returns in personal satisfaction, material success, and a generally fuller and better life.
2415. SHOUSE, JOHN LAMAR, "A Study of the Seven-Four-Two Plan of Organization in Kansas City, Missouri," Chicago, Illinois, 1928.
- Unpublished Master's thesis at the University of Chicago. Extracts in *Kansas City School Service Bulletin*, September 1929.
2416. SNYDER, WILLIAM H., "Curriculum Development," *Journal of the National Education Association* (March 1933), XXII, 87-88.
- Clear presentation of the underlying philosophy in development of semi-professional curricula at the Los Angeles Junior College.
2417. WHORTON, JOHN L., "The College of Marshall a Center of Denominational Activity in East Texas," *Baptist Standard* (February 16, 1933), XLV, 3.
- Development of the institution under the presidency of F. S. Groner.
2418. WILSON, J. HAROLD, AND CH, ROBERT S., *The Craft of Exposition*, D. C. Heath, Boston, 1933, 147 pages.
- Especially adapted to use in freshman classes in junior colleges. Contains three major divisions: preliminary observations, formal procedure in exposition, and special problems. Organized so that the student deals with concrete facts, suitable for his stage of development, and by carefully graded steps is led to the abstract realm of ideas and judgments.
2419. WRIGHT, EDITH A., AND GRAY, RUTH A., "Bibliography of Research Studies in Education, 1930-1931," *United States Office of Education Bulletin*, No. 16, 1932, 459 pages.
- Includes references and annotations of 66 junior college studies, some of them unpublished.
2420. ZOOK, GEORGE F., "A State System of Public Junior Colleges," *Journal of the National Education Association* (February 1933), XXII, 45-46.
- "The basic assumption in a state system of junior colleges is that the field of junior college education is an integral part of secondary education. . . . A state system of junior colleges presupposes a plan providing for a division of expenses between the state and the local school unit in which the junior college is located." Refers approvingly to various recommendations of the Carnegie Report on "Higher Education in California."
2421. AYER, FRED E., "Semi-Professional Engineering Education," *Journal of Engineering Education* (February 1933), XXIII, 463-70.
- A report of recommendations made to the Municipal University of Omaha after an educational survey. Includes discussion of the need for semi-professional education, previous proposals, plan recommended for Omaha, and an idealistic dream.
2422. BACHMAN, FRANK P., *Report on Functions of State Institutions of Higher Learning in Mississippi*, Peabody College, Nashville, Tennessee (1933), 73 pages.

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

A report of the Division of Surveys and Field Studies of George Peabody College. Chiefly made by Dr. Doak S. Campbell. Includes a section (pp. 16-17) on "Reorganization Involving the College."

CHARLES L., *The Lecture in the Teaching*, Richard G. Badger, Boston (1931), 128 pages.

Contains many practical suggestions for instructors in junior colleges.

- 2 24. BENTLEY, BYRON R., *Business Law of Real Property, with Cases, Text and Forms*, Callaghan and Company, Chicago (1933), 513 pages.

Designed as a textbook in business law for use in junior colleges. The author is a member of the faculty of Los Angeles Junior College.

2425. BOARDMAN, H. S. (director), *Survey of Higher Education in Maine*, Orono, Maine, 430 pages.

Includes brief discussion of two junior colleges, Westbrook Seminary and Junior College and Ricker Classical Institute (p. 18).

2426. BRAMMELL, P. ROY, *Articulation of High School and College* (National Survey of Secondary Education, Monograph No. 10), *United States Office of Education Bulletin No. 17* (1932), 96 pages.

Includes section on "Special Study of Innovations at the Junior College Level" (pp. 78-81).

2427. CAHOON, G. P., "The Success of Public Junior College Transfers in Directed Teaching at the University of California," *University High School Journal* (March 1933), XII, 185-95.

Based upon records of 1,553 student teachers at the University of California. "On the basis of the percentage of A and B marks received or of grade-point averages, the junior college transfers included in this study were somewhat less successful in practice teaching than were native University of California students."

2428. CAMPBELL, DOAK S., "Recent Developments in Instruction at the Junior College Level," *Bulletin of the Department of Secondary School Principals* (March 1933), XLV, 245-47.

Abstract of discussion of the topics, supervision, personnel organization and guidance, professional study groups among faculty members, interclass visitation, interschool visitation, study and

revision of curriculum, testing and examination program, administrative organization, and experimentation.

2429. CAMPBELL, DOAK S., "The Junior College," *Peabody Journal of Education* (March 1933), X, 317.

Review of W. C. Eells's *The Junior College*.

2430. CARPENTER, W. W., "Recent Developments in Junior College Administration," *Bulletin of the Department of Secondary School Principals* (March 1933), XLV, 233-45.

Discusses number of institutions, administrative head, organization, university recognition, modification of teachers' colleges, Millsaps system, California recommendations, Oklahoma organization, New Jersey plan, New York prospects, special experiments, and the high-school postgraduate problem.

2431. COOPER, WILLIAM JOHN, *Economy in Education*, Stanford University Press, California (1933), 82 pages.

Includes discussion of junior colleges in the chapter "Essential Education" (pp. 19-20).

2432. CORTRIGHT, E. EVERETT, "Junior Colleges Gain Sway in East," *New York Times* (Sunday, May 7, 1933), p. 8E.

Summary of development of fifty junior colleges in northeastern section of the country.

2433. COWLEY, W. H., "Chicago and the Six-Four-Four Plan," *Journal of Higher Education* (April 1933), IV, 215-16.

Editorial comment upon the new plan at the University of Chicago.

2434. CURTIS, FRANCIS D., "The Holding Power of Junior Colleges," *Science Education* (April 1933), XVII, 151.

Abstract of article by P. E. Webb in *Junior College Journal* (January 1933), III, 179-84.

2435. DAVIS, RAYMOND E., "Function of the Junior College in Engineering Education," *Journal of Engineering Education* (February 1933), XXIII, 427-37.

"Speaking as one who has observed with interest the development of the junior college in the state of California over a considerable period of time, especially as this development has been related to engineering education, it is my conclusion that the outstanding



- achievement has been in the semi-professional field and that the junior college may perform a great service to engineering education by providing adequate training facilities on this level." Reports in detail type of work offered at Los Angeles and Pasadena junior colleges.
2436. DODD, MARY M., "A New Plan for Higher Education," *Journal of Higher Education* (April 1933), IV, v-vi.  
Abstract of article by President R. M. Hutchins in *Review of Reviews and World's Work*, March 1933.
2437. EELLS, WALTER CROSBY, "The Tax Supported Junior College during the Next Decade," *Bulletin of the Department of Secondary School Principals* (March 1933), XLV, 47-65.  
Discusses the probable development from the standpoint of number of institutions, enrollment, size, type, curriculum, and support.
2438. EELLS, WALTER CROSBY, "The Junior College—Its Character and Prospects," *Journal of the National Education Association* (May 1933), XXII, 157-58.  
Discusses nature of the junior college movement, permanence, number of institutions, enrollment, curriculum, organization, the private junior college, the four-year college, finance, dangers, and opportunity.
2439. EELLS, WALTER CROSBY, AND LEARNARD, MARY JANE, "A Study of Sacramento Junior College Students Who Have Gone Directly into the Vocational Field," *California Quarterly of Secondary Education* (June 1933), VIII, 376-82.  
Based upon information received from 255 graduates and non-graduates of Sacramento Junior College.
2440. ENGELHARDT, FRED; ZEIGEL, WILLIAM H., JR.; PROCTOR, WILLIAM M.; AND MAYO, SGOVEL S., *District Organization and Secondary Education* (National Survey of Secondary Education, Monograph No. 8), *United States Office of Education Bulletin No. 17* (1932), Washington, D.C. (1933), 208 pages.  
Part II, "School and District Organization in California," by Proctor and Mayo, includes consideration of existing and proposed junior colleges in Kern County (pp. 109, 124).
2441. ENGLISH JOURNAL, "Remedial Reading for Junior College Students," *English Journal* (March 1933), XXII, 247-48.  
Abstract of article by H. D. Behrens in *Junior College Journal*, December 1932.
2442. ENGLISH JOURNAL, "Shall Journalism Be Taught in Junior College," *English Journal* (June 1933), XXII, 510.  
Abstract of article by L. R. Campbell in *Junior College Journal*, April 1933.
2443. FOSTER, F. M., "Laissez-Faire and Education," *School and Society* (April 22, 1933), XXXVII, 524-26.  
Includes brief discussion of the junior college aspects of the *Carnegie Report on Higher Education in California*.
2444. GARRETT, MILDRED, "Adjustments of New Students at Stanford University," Stanford University (1933), 107 pages.  
Unpublished Master's thesis at Stanford University. A detailed study based upon questionnaires received from 284 students entering Stanford University from high schools and from 178 students entering the upper division from junior colleges and other higher educational institutions.
2445. GEHRIG, ARTHUR G., "Engineering and Technical Education at the Pasadena Junior College," *Journal of Engineering Education* (February 1933), XXIII, 458-62.  
A progress report of the work in aviation, building practice, civil technology, electrical technology, and mechanical technology. "There is a definite need for a new type of textbook for this work in technology. The growing importance of this field of education should be a challenge to both authors and publishers."
2446. GEORGE PEABODY COLLEGE FOR TEACHERS, *Report on Functions of State Institutions of Higher Learning in Mississippi*, Nashville, Tennessee (1933), 73 pages.  
Report prepared by the Division of Surveys and Field Studies as a basis for the allocation of funds, chiefly by Dr. Doak S. Campbell. Contains a discussion of proposed reorganization involving the system of junior colleges in the state.

2447. GORSLINE, W. W., "The Slide Rule in the Junior College," *Mathematics Teacher* (May 1933), XXVI, 292-95.

Outline of twenty lessons given at Crane Junior College, Chicago.

2448. HAWKES, HERBERT E. (chairman), *Measurement and Guidance of College Students*, Published for the American Council on Education, by the Williams and Wilkins Company, Baltimore, Maryland (1933), 212 pages.

A report of the work of the Committee on Personnel Methods from 1925 to 1930. Contains introductory chapter by the chairman, and five chapters on the personal record card, achievement tests, personality measurement, vocational monographs for purposes of guidance and character development of college students. Of particular value to junior college guidance and personnel officers.

2449. HEADLEY, LEAL A., *Making the Most of Books*, American Library Association, Chicago (1932), 312 pages.

A very practical and readable book full of sound advice on how to get the most out of books and libraries. Particularly adapted for junior college students. Desirable for every junior college library.

2450. HEDRICK, EARLE R., "Science Teaching as Service," *California Quarterly of Secondary Education* (June 1933), VIII, 367-70.

Address delivered before the Southern California Junior College Association at Los Angeles, May 6, 1933.

2451. HERTZLER, SILAS, "Attendance at Mennonite Schools and Colleges in 1931-32," *Mennonite Quarterly Review* (October 1932).

Includes detailed data on five Mennonite junior colleges.

2452. HILL, DAVID S., AND KELLY, FRED J., *Economy in Higher Education*, Carnegie Foundation, New York City (1933), 127 pages.

Includes discussion of junior college aims, curriculum, enrollment, function, and number of institutions.

2453. HUTCHINS, ROBERT M., "A New Plan for Higher Education," *Review of*

*Reviews and World's Work* (March 1933).

In Chicago the enrollment in junior colleges has doubled in the past two years. "High schools, junior colleges, and universities will survive. They will survive, of course, on a starvation diet. Shorten the elementary school to six years. Devote three or four years to the secondary school, and three or four to the college. Then offer university facilities to the select, at the present sophomore age of eighteen or twenty."

2454. HUTCHINS, ROBERT M., "New Frontiers in the University Area," *School and Society* (April 22, 1933), XXXVII, 505-11.

Discussion of reorganizational plans at University of Chicago, including four-year unit of high-school and junior college years.

2455. JOHNSON, B. LAMAR, "The Library in the Junior College," *School Review* (April 1933), XLI, 310-11.

Review of Ermine Stone's *The Junior College Library*. See No. 2236.

2456. JONES, WALTER B., "Junior Colleges," *Journal of Engineering Education* (February 1933), XXIII, 393-94.

"Engineering schools have been made aware of the tremendous growth of the junior college. If in no other way by the increasing number of transfer students knocking at their doors. . . . It seems reasonable that the transfer students, either from preparatory courses or from terminal courses, who would profit by continued training should not be denied consideration."

2457. JOURNAL OF EDUCATION, "To Bisect a College," *Journal of Education* (March 20, 1933), CXVI, 141.

Comments on reorganization at the University of Chicago.

2458. JOURNAL OF EDUCATION, "Junior Colleges—Educator Notes Increase in the East," *Journal of Education* (June 5, 1933), CXVI, 298.

Condensation of article by E. E. Cortright in *New York Times* of May 7, 1933. See No. 2432.

2459. KELLY, FRED J., AND MCNEELY, JOHN H., *The State and Higher Education: Phases of Their Relationship*, Car-

negie Foundation, New York City (1933), 282 pages.

Contains detailed information on the control, through governing boards, and curricular offerings in all institutions of higher education, including junior colleges, in ten selected states—Colorado, Indiana, Kansas, Michigan, Oklahoma, South Carolina, South Dakota, Texas, Virginia, and Washington.

2460. KERSEY, VIERLING, *Biennial Report of the California State Department of Education: Part I*, Sacramento (1933), 146 pages.

Contains numerous references to junior colleges in the state, statistics concerning them, and a five-page discussion of "The Junior College Movement."

2461. KERSEY, VIERLING, "Status of Major Legislative Proposals Affecting Education," *California Schools* (June 1933), IV, 216-24.

Includes summary of junior college legislation in 1933 California legislature (p. 220).

2462. KEY, D. M., "The Millsaps System of Colleges," *Bulletin of the Association of American Colleges* (May 1933), XIX, 193-97.

Details of the plan of affiliation of Whitworth and Grenada Colleges, junior colleges for women, with Millsaps College, Mississippi.

2463. KIMBER, GEORGE CARD, "A Course of Study in Geography on the Junior College Level with Especial Reference to the Sacramento Junior College," Stanford University (1933), 272 pages.

Unpublished Master's thesis at Stanford University. Discusses objectives, geography in the Sacramento Junior College, methods, and tests and measurements. Includes photolitho print text of 156 pages, "The Elements of Geography."

2464. KNOPF, HOLLIS VIRGINIA, "Report of Committee on Junior Colleges," *Bulletin, Northern Section of California School Library Association* (May 1933), V, 2-3.

Report on professional status of librarians and instruction in the use of libraries in 27 California junior colleges.

2465. LIVINGSTON, ALFRED, JR., AND PUTNAM, WILLIAM C., *Geological Journeys in Southern California*, Los Angeles, California (1933), 104 pages.

Publication No. 1 of Los Angeles Junior College. Intended especially for the use of classes in geology for field trips in the vicinity of Los Angeles.

2466. MACLEAN, MALCOLM S., "The Minnesota Junior College," *Educational Record* (July 1933), XIV, 301-9.

Report of the first year of work in the new experimental junior college. Reports change of name to "General College of the University."

2467. MANNING, FLORENCE MYRTLE, "Junior College Secretarial Training," *California Quarterly of Secondary Education* (June 1933), VIII, 349-56.

Outline of the semi-professional secretarial courses at Los Angeles Junior College with details of training for secretarial work, registrar's assistants, liberal arts, and doctor's assistant and civic health.

2468. ODGERS, GEORGE ALLEN, "The Junior College," *The Indian Witness* (Lucknow, India), LXIII, 247-48.

Summary of present status of the junior college movement in the United States. "The junior college is the American counterpart of the Intermediate College of India. It is significant that such a development as the intermediate or junior college is in progress in India, the United States, Canada, the Philippines, China, Japan, and Greece. It is a movement in the interests of the youth of these countries. Its possibilities present a thrilling challenge to educators, parents, and government educational authorities."

2469. PEIRCE, ADAH, *Vocations for Women*, New York, Macmillan (1933), 329 pages.

Includes discussion of vocations under classification of health professions, natural sciences, business vocations, art vocations, and social vocations. Based upon curriculum development at Stephens Junior College, Missouri, while author was vocational counselor there.

2470. P.E.O. RECORD, "Cottey College Page," *P.E.O. Record* (June 1933), XLV, 21-22.

Detailed report of the success of the plan at Pasadena, Ventura, and Compton Junior Colleges.